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ABSTRACT

The document makes up Volume II of a report on Project AMES (Actualization of Mainstream Experience Skills), a model program for vocational training and independent living instruction for 34 moderately and severely retarded students (6 to 21 years old). Chapter 1 reviews the vocational training program's three phases (awareness, accommodation, and exploration-preparation) and job tasks in the workshop. A second chapter outlines the objectives of the project's technical assistance statewide outreach. Chapter 3 describes Project Lincoln (a community/vocational training program for moderately and severely disabled students in Clinton, Iowa) in terms of its school workshop, sheltered workshop training, Primary I disabilities classroom, Primary II classroom, severe/profound classroom, intermediate class, Secondary I classroom, and community/vocational training-Secondary Class II. Tables within this chapter contain inventories for various occupations. Chapter 4 reports on Project STEP (Student Training Employment Program of Ottumwa, Iowa). Sections cover the primary severe/profound classroom, the primary moderately disabled classroom, the secondary severe/profound classroom, the intermediate and secondary moderately disabled, competitive employment training in housekeeping, functional communications, and community public relations. Sample forms, tables, and evaluation instruments are included. Chapter 5 considers the Mental Disabilities Trainable class at high school, while Chapter 6 describes the River Hills Program (a community and school based vocational training model for 40 secondary students). Appendixes to Chapter 6 include a list of community job sites, a community survey, sample letters, and a list of volunteer work tasks. Chapter 7 considers weekly advertisement guide preparation and delivery. Chapter 8 points out potential problems and solutions related to full implementation of a community/vocational education model; the final chapter discusses the services needed to help students make the transition from school to community services. (SW)

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Project A.M.E.S.
(Actualization of Mainstream Experience Skills)

Volume II
1980-81

Edited by:

Steve Maurer
Project Director
Department of Public Instruction

Paul Bates, Ph.D.
Project Consultant
Southern Illinois University

Susan Hamre-Nietupski, Ph.D.
Project Consultant
University of Northern Iowa

John Nietupski, Ph.D.
Project Consultant
University of Northern Iowa

Susan Teas
Work Experience Instructor
Heartland AEA 11

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Carol Bradley, Chief, Instructional Services Section
Steve Maurer, Consultant, Severely/Profoundly
Handicapped, Instructional Services Section

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Becky Ericksen, Word Processor II
Joyce Short, Compositor

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Chapter 1

Project A.M.E.S. Vocational Training Description

by:
Susan Teas, Work Experience Instructor
Heartland Area Education Agency 11

Chapter 1

Project A.M.E.S.
Vocational Training
The Awareness Phase

In order to develop, implement, and evaluate vocational training activities for moderately and severely mentally disabled students, a functional, community-based vocational curriculum was developed (see Table 1). This curriculum includes an objective, data based assessment and evaluation system which provides on-going performance information for current and future individual programming.

Description

During the Awareness phase of the vocational training program, students ages six through ten concentrate on vocational objectives such as sorting, matching, assembling, manipulating, and staying on task. Each student's program is developed according to his/her specific needs. Frequent review of a student's recorded progress determines program format, adaptations, and revisions.

During the Awareness phase, moderately mentally disabled students are programmed for at least a thirty-minute block of time daily. During this time, measurements of each student's on-task behavior, attending ability, and production capability are recorded. Severely handicapped students in this phase work for at least fifteen minutes daily.

The purposes of the Awareness phase are to (1) build the student's attending endurance to a level where he/she can work for extended lengths of time, (2) gather production data which is measurable over a period of time, and (3) develop work habits which are comparable and acceptable in the work community.

Table 1

Project A.M.E.S.

Phase	Age	Activities	Funding
Awareness	Approximately ages 6-10	• Attending • Sorting • Matching • Assembling • Manipulating • Developing work habits • Color discrimination • Classroom experiences which deal with the variety of jobs in the local community and preparation for those jobs	• Use instructional dollars for incentive/reinforcement of specific behaviors for short periods of time (less than a month) • pennies • token system • items for a reinforcer store
Accommodation	Approximately ages 11-15	• Simulated or volunteer work jobs • School jobs • Experiences which deal with roles and functions of people employed in local community jobs	• Use instructional dollars for incentive/reinforcement of specific behaviors for short periods of time (four to six weeks) • pennies • token system • items for a reinforcer store
Exploration-Preparation • Used to determine career/vocational interests/strengths/limitations • Preferably non-pay • 12 weeks maximum at any one site • Activities are ogranized to evaluate and train	Approximately ages 16-21	• Simulated or volunteer work jobs • Shadowing • Field trips • Related experiences • self and society • work values of society and family • interpersonal relationships • decision-making • economic • occupational and educational concepts • Related instruction (job interviewing, completing an application, developing alternative strategies when the student cannot participate in the "traditional" expected manner • Developing community mobility and independence strategies	• Use instructional dollars for incentive/reinforcement of specific behaviors for short periods of time (four to six weeks) • Can't use instructional dollars to pay a wage • Business or others can give contributions • CSP (Community School Program) funds to train--Special Needs--non-pay • NARC (Ceta funds for training) for paid employment and training

THE ACCOMMODATION PHASE

Description

Students ages eleven through fifteen, in the Accommodation phase of the vocational program, work from one to two hours daily in the school workshop or in the community, five days a week, every day of the school year.

Students are assessed and evaluated on general work skill and social skill competencies. Data are collected daily on the job proficiency of each student. In order to collect data which are measurable and comparable over time, simulated or volunteer tasks are assigned to students.

Student assessment, both formal and informal, provides data regarding each student's ability to (1) complete the task, (2) perform the task at a productive rate, (3) perform the task at a productive rate with a high degree of accuracy, (4) attend to task, (5) attend for long time periods with supervision, (6) attend for long periods of time without supervision, and (7) independently follow the rules of conduct.

Objectives for each student are written in all areas critical for successful future placement in the working community. Most students require not only vocational training in selected skill areas, but also instruction in social skills required to gain and keep community placements.

Instructional techniques are characterized by behavior training principles such as task analysis, prompting and fading, modeling, and frequent use of positive reinforcement. The students acquire the skills of doing the tasks before they are expected to produce at a competitive rate and transfer that knowledge to a different setting.

THE EXPLORATION-PREPARATION PHASE

It cannot be assumed that moderately and severely mentally disabled students can spontaneously transfer knowledge and skills from the school setting to the community even though specific tasks may be the same. Because each student is expected to perform competently in the least restrictive placement, specific training must take place in the community.

Objectives

During the Exploration-Preparation phase of the vocational training program, moderately and severely mentally disabled students ages sixteen through twenty-one explore specific job sites in the community three hours daily. The primary objective is not only to view the business and its activities but to actively participate in the tasks performed within the business.

Exploration-Preparation goals include achieving acceptable skill levels in the following areas: (1) work adjustment, (2) work habits, (3) performance, (4) relations with others, (5) appearance, and (6) self-help skills. Specific objectives for each student include:

(a) Reporting promptly to work.
(b) Promptly taking breaks.
(c) Accepting criticism.
(d) Working without complaining.
(e) Responding quickly and positively to a change in routine.
(f) Listening carefully when instructions are given.
(g) Attending to task.
(h) Demonstrating initiative.
(i) Organizing work efficiently.
(j) Following safe operating procedures.
(k) Showing improvement in quality of work.
(l) Showing improvement in quantity of work.
(m) Remembering instructions from day to day.
(n) Asking appropriate questions.
(o) Using good judgment, making appropriate decisions.
(p) Working with limited supervision.
(q) Cooperating with supervisors.
(r) Cooperating with co-workers.
(s) Demonstrating good personal hygiene.
(t) Demonstrating mobility independence.
(u) Demonstrating appropriate behavior.

Description

The Willson-Beardshear staff is committed to conducting on-site training with students in order for each to meet that business establishment's proficiency standards and the objectives identified for each trainee. Each Exploration-Preparation training program (see Tables 2 & 3) is designed to run for a maximum of twelve weeks. Skills are taught at the business site by the classroom teacher. One-to-one instruction is provided as long as it is needed for the student to learn the task and to become semi-independent within the environment. After initial instruction, supervision and interaction is monitored by the vocational training aide. The training program is developed and evaluated by the classroom teacher, training aide, and training site personnel. The classroom teacher assumes responsibility for the training program while the training aide assumes responsibility for daily monitoring.

Table 2

The Exploration-Preparation Phase
Approximately 16-21

Exploration

1. Nonpay (incentives can be used, i.e. reinforcement, allowance).
2. Maximum 12-week period.
3. Vocational related instruction provided on specifics of job at site and in school.
4. Training plan and agreement required.
5. Weighted dollars can be used to contract for training (weighted dollars can't be used to pay a wage).
6. Instructional dollars can be used for incentives/reinforcement of specific behaviors for short periods of time (less than a month).
7. In a nonpay situation, a student-learner certificate is not needed.

12 weeks

* Decision Point #1
1. recycle to another vocational training site.
2. continue into paid work experience.

Preparation

1. Training plan and agreement required.
2. For pay (employer/employee relationship)
   - o less than minimum wage or minimum wage (see Wage and Hour Requirements)
3. Incentives/NARC, CETA, and JCT funds can be utilized if available.

* Decision Point #2
1. entry level skills are acquired in a specific job.
2. has not acquired entry level skills required in a specific job.

Employee (Placement)

* Decision Point #3
1. transition to post-secondary.
2. recycle to new vocational site (training/work experience).

Table 3

PROJECT A.M.E.S.
Willson-Beardshear School
Ames, Iowa 50010
(515) 233-1433

Student: ____________________

Training Site: ________________

Placement Date: ______________

PRIOR TO EXPLORATION-PREPARATION PLACEMENT

Notify for approval:

_____ principal

_____ parents and/or mainstream

_____ co-workers

_____ business supervisor, manager, owner, etc.

_____ school staff

Develop the:

_____ training agreement and plan

_____ supervision schedule and responsibilities

_____ transportation schedule and mode

_____ program format

_____ reinforcement program

Identify:

_____ special clothing and/or supplies needed

_____ hours expected to be on the job

_____ money or food needed for break

_____ the employee advocate and his/her duties

_____ notify company/business receptionist

_____ discuss possibility of an inservice

_____ hand out WORKER'S COMPENSATION information

_____ hand out MEMO FOR EMPLOYERS

Training Agreement. The Training Agreement (see Table 4) is written between the school and the Exploration or Preparation site and can be terminated at any time based upon the request of the student, parents, site personnel, or school staff. The agreement's intent is to provide the student with practical experience and knowledge in an identified occupation. The training site agrees to:

(a) Provide an experienced employee advocate.
(b) Provide the equipment, tools, materials, and/or special clothing necessary.
(c) Provide evaluations of the student's performance as requested.
(d) Abide by school holidays.
(e) Alter the student's schedule or assignment as needed with the school staff's cooperation.

The school agrees to:

(a) Provide training and supervision.
(b) Maintain and be responsible for all records relative to performance.
(c) Provide all incentives to the student.
(d) Provide for transportation to and from the site.
(e) Maintain close and open communication with all personnel.
(f) Alter the student's schedule or assignment as needed with the training site personnel's cooperation.

Program Format. A Program Format (see Table 5) is developed for each student at each training site. The program identifies and describes in behavioral terms the activities and tasks the student will be expected to perform. The method of supervising and monitoring these assigned activities are specified. For example, it is noted on the program format the intended length of time the classroom teacher expects to be at the training site providing direct instruction, the projected time the training aide will be on site monitoring the student's activities, and the degree of responsibilities of the student's advocate. As behavior goals are achieved and new goals identified, program modifications are recorded on the program format. Because skill acquisition varies with each student, the identified objectives within the program at the beginning of the training period often require modification within the twelve week training period. The method of reinforcing the student's activities is developed by the classroom teacher, the training aide, and the site personnel. In addition to the need for appropriate social praise and acceptance, each student trainee is provided with an incentive "paycheck" which is issued from the Willson-Beardshear budget and given to the trainee's supervisor. The supervisor, in turn, gives the check to the student at the same time the business employees receive their paychecks. This form of incentive for a job well done is highly motivating and rewarding for the student worker. In order to measure proficiency, school staff identify the method of collecting data and the criterion to be met for success. The type of data collected include (a) attending to task, (b) quality of production, (c) quantity of production, and (d) independence on the job. Attending to task data are usually gathered once a week, quality and quantity of production daily, and worker independence data are gathered objectively on a weekly basis according to a supervisor's evaluation form and a work evaluation form. The school staff, usually the training aide, monitors data collection. The criterion to be met for success is frequently identified as the norm for each job task assigned. Finally, the program format includes a summary of co-worker and supervisor reactions and interactions with the trainee and the school staff. General comments and opinions are recorded with emphasis on negative points needing attention and strengths within the program which deserve recognition.

Evaluation. In order to evaluate the effectiveness of the Exploration or Preparation vocational program, both formal and informal assessment and evaluation instruments are utilized. Informally, daily narratives include comments from co-workers, supervisors, and staff regarding the student's performance. These narratives assist in evaluating behaviors and attitudes that are difficult to measure. In addition, weekly attending to task data are gathered on each student's performance. These data identify the necessity to alter reinforcement procedures or intercede with program modifications. The training aide, in cooperation with site personnel, daily measures the student's quantity of performance and quality of the task completed. This information is used to monitor the need for further instruction, specific material reorganization, or a change in the reinforcement procedure. Two formal evaluation instruments (see Tables 6 & 7) are used to identify the Exploration or Preparation training site supervisor's attitudes towards the student's performance and to identify the degree of accomplishment of the identified goals and objectives written for the training program. The evaluations, both formal and informal, measure the student's success within the Exploration or Preparation program and provide information regarding appropriate placement in a subsequent site.

Table 4

Training Agreement

This agreement is made and entered into (date) by and between (training site) and Willson-Beardshear School, Ames, Iowa.

It is the mutual desire of the parties of this agreement to provide on-the-job training for (student) for the purpose of gaining practical knowledge and experience in the occupation of (job title/description) from (beginning date) to (ending date).

(Training site) agrees as follows:

1. To provide an experienced employee who will act as (student's) advocate.
2. To provide the equipment, tools, materials, and/or special clothing necessary.
3. To provide a written evaluation of (student's) performance as requested by the Willson-Beardshear staff.
4. To abide by school holidays, excusing (student) from training on the following dates: (dates)
5. To notify insuror for purposes of coverage under the Worker's Compensation Law and to provide prompt first aid and medical attention as needed in case of an injury on the work site.
6. To alter (student's) work schedule or assignments, with the school staff's cooperation, as needed.

Willson-Beardshear School agrees as follows:

1. To provide a Training Aide to supervise, counsel, and instruct.
2. To maintain and be responsible for all records relative to (student's) performance.
3. To provide all benefits to (student).
4. To provide and/or arrange for transportation to and from (training site).
5. To maintain close and open communication with all (training site's) personnel.
6. To alter (student's) work schedule or assignments, with (training site's) cooperation, as needed.

It is recognized that this training agreement can be terminated immediately based upon the request of (student), (his/her) parents, the training site personnel, or the school staff.

Willson-Beardshear School
BY: ______________________________
TITLE: ___________________________
DATE: ____________________________

(training site)
BY: ______________________________
TITLE: ___________________________
DATE: ____________________________

Table 5

Program Format

Training Site Location: ____________________ Student's Name: ________________

Time of Program: ____________________ Program Initiator: ________________

Supervisor's Name: ____________________ Date Program Began: ________________

1. Job Description (describe behaviorally): ________________

2. Type of Supervision Given/Behavior Change Procedures: ________________

3. Reinforcers: ________________

4. Data Collection Method: ________________

5. Criterion to be Met for Success: ________________

6. Co-Worker, Supervisor Reactions/Interactions: ________________

Table 6

SUPERVISOR'S EVALUATION FORM

TRAINEE/EMPLOYEE'S NAME________________________ DATE OF PLACEMENT__________

JOB TITLE________________________________ DATE HIRED____________

JOB SITE_________________________________ CURRENT DATE__________

JOB COORDINATOR____________________________

PLEASE CIRCLE ALL ITEMS WHICH APPLY TO THE TRAINEE/EMPLOYEE:

1. The employee a) generally arrives and leaves on time
   b) maintains good attendance
   c) takes meals and breaks
   d) maintains a good appearance

   Comments on uncircled items:____________________________________

   ____

2. The employee has a) mastered all aspects of present job
   b) mastered many but not all aspects of job
   c) not mastered essential aspects of job to date

3. In order for the employee to follow directions regarding the job. the supervisor
   a) can just give verbal instructions
   b) has to give many gestures as well as verbal instructions
   c) has to show the employee exactly what to do before he/she knows what to do

4. Project staff is present
   a) too often
   b) too little according to the employee's needs
   c) an appropriate amount of time

5. This employee a) frequently stops work and needs to be reminded to return to work
   b) works at a constant rate without reminders
   c) stops working occasionally but no more than other employees

6. The employee is a) a good worker
   b) an average worker
   c) a below average worker

7. Does the Project staff in any way interfere with your supervision or plans for the employee? a) no b) yes (if yes, please briefly describe)

   ____

   ____

Other comments:____

____

SUPERVISOR________________________

Table 7

VOCATIONAL TRAINING EVALUATION

STUDENT S NAME______________________________ AGE_______ DATE OF PLACEMENT____________

TRAINING SITE____ TODAY'S DATE________________

WORK ADJUSTMENT (Total Score ____)

A. Punctuality in reporting to work

(4) ___ always prompt
(3) ___ less than 15 minutes late
(2) ___ several hours late
(1) ___ misses whole days with no excuse

B. Punctuality at breaks

(4) ___ always prompt
(3) ___ less than 5 minutes late
(2) ___ as much as ½ hour late
(1) ___ more than ½ hour late

C. Response to criticism

(4) ___ good, accepts & learns from criticism
(3) ___ feels hurt, overly sensitive
(2) ___ defensive, hostile, angry, rejects criticism

D. Doing a job she/he does not like

(4) ___ works without complaining
(3) ___ complains but continues working
(2) ___ works slowly and takes a lot of breaks
(1) ___ does something else instead
(0) ___ refuses to work

E. Response to change in routine

(4) ___ no decrease in productivity
(3) ___ slight decrease in productivity
(2) ___ substantial decrease in productivity
(1) ___ refuses to work

WORK HABITS (Total Score ____)

A. Concentration when given instructions

(4) ___ always listens carefully
(3) ___ listens but does not follow instructions
(2) ___ has difficulty listening to instructions
(1) ___ does not listen to instructions

B. Concentration at work

(4) ___ attention never wanders
(3) ___ attention occasionally wanders
(2) ___ frequently not concentrating
(1) ___ unable to concentrate

C. Initiative

(4) ___ usually looks for things to do
(3) ___ sometimes looks for things to do
(2) ___ rarely looks for things to do
(1) ___ no initiative

D. Working when there are difficulties

(4) ___ continues working in spite of set back
(3) ___ continues working but shows distress
(2) ___ has trouble continuing work
(1) ___ stops work

E. Organizing work efficiently

(4) ___ maintains organization, always tidy
(3) ___ adequately organized
(2) ___ poorly organized, requires assistance

F. Follows safe operating procedures

(4) ___ nearly always
(3) ___ frequently

Table 7 (cont'd)

PERFORMANCE (Total Score)

A. With experience, the quality of work
(4) ___ shows rapid improvement
(3) ___ shows moderate improvement
(2) ___ shows slow but gradual improvement
(1) ___ shows little improvement

B. With experience the quantity of work
(4) ___ shows rapid improvement
(3) ___ shows moderate improvement
(2) ___ shows slow but gradual improvement
(1) ___ shows little improvement

C. Remember instructions from day to day
(4) ___ instructions do not have to be repeated
(3) ___ instructions have to be repeated occasionally
(2) ___ instructions have to be repeated once a day
(1) ___ instructions have to be repeated more than once a day

D. Asking questions
(4) ___ asks appropriate questions
(3) ___ asks few or no questions
(2) ___ repeats the same question

E. Judgment and decision-making
(4) ___ judgment good, decisions appropriate
(3) ___ adequate, could improve
(2) ___ makes decisions, but judgment poor
(1) ___ cannot make his own decisions

F. Quantity of work
(4) ___ does more than assigned
(3) ___ does amount assigned
(2) ___ does less than assigned
(1) ___ does unsatisfactory amount

G. Quality of work
(4) ___ high quality
(3) ___ makes occasional errors
(2) ___ makes many errors
(1) ___ quality not acceptable

PERFORMANCE CONTINUED

H. Need for supervision
(4) ___ needs little or no supervision
(3) ___ needs supportive supervision
(2) ___ needs firm supervision
(1) ___ resists supervision

RELATIONS WITH OTHERS (Total Score _____)

A. Cooperation with supervisor
(4) ___ easy to work with
(3) ___ sometimes difficult to work with
(2) ___ frequently uncooperative
(1) ___ usually uncooperative

B. Relation to other workers
(4) ___ is a leader of workers
(4) ___ easily becomes part of the group
(1) ___ is a bully and is unacceptable
(3) ___ has a few friends
(1) ___ avoids workers

APPEARANCE (Total Score _____)

A. Personal Hygiene
(4) ___ good
(3) ___ adequate
(2) ___ frequently dirty or smells
(0) ___ a severe problem

SELF-HELP SKILLS (Total Score _____)

A. Mobility
(4) ___ independent using public transportation
(3) ___ dependent using public transportation
(2) ___ requires assistance on the job moving from one area to another

BEHAVIOR

Circle the words which best apply to the worker:

well controlled
aggressive
hostile
argumentative
immature
happy
bored
craves attention
always pleases
negative
anxious
impulsive
moody
pleasant
withdrawn
hyperactive
fearful
impatient
sulky
passive

* *

SUB-SCORES

WORK ADJUSTMENT _____ (17-20 acceptable)

WORK HABITS _____ (20-24 acceptable)

PERFORMANCE _____ (26-32 acceptable)

RELATIONS WITH OTHERS _____ (8-12 acceptable)

APPEARANCE _____ (3-4 acceptable)

SELF-HELP SKILLS _____ (3-4 acceptable)

TOTAL _____ (77-96 acceptable)

PRODUCTION AVERAGES

Quantity is _____% of competitive norm

Quality is _____% of competitive norm

AREAS NEEDING IMPROVEMENT ____

____

____

____

____

JUDGMENT REGARDING EMPLOYMENT ____

____

____

EVALUATOR ______________________________
signature

JOB TASKS IN THE WORKSHOP

Volunteer Work

It is important to make numerous contacts with the community, particularly with volunteer and non-profit agencies, in order to secure permanent, on-going jobs for the students assigned to the school workshop. The following seven steps provide examples on how to make contacts with non-profit agencies.

1. Obtain a list of agencies from the local Chamber of Commerce.
2. Use the yellow pages in the telephone directory.
3. Ask friends, neighbors, and relatives regarding their connections.
4. Make personal visits and/or phone calls to the agencies.
5. Put an announcement in the college inter-communique newsletter.
6. Advertise on radio or through newspaper ads.
7. Send letters to fraternities and sororities.

When communicating with agencies it is important to stress some vital facts. First, while students are doing the work in the school workshop, they are supervised by school staff. All work is quality checked by the teachers and aides. Second, it is preferred that the agency deliver and pick up the work if at all possible. Third, school staff encourages students to perform the work at the agency rather than in the school workshop.

Data is kept regarding each volunteer task that comes into and leaves the workshop. Each student's work is counted, checked for accuracy, and corrected if necessary. A card file is kept up to date recording the agency's name, telephone number, work that was done (quantity and type), number of students that worked on the project, the total time to complete the job, and the contact person at the agency.

In order to keep positive relationships with the volunteer/non-profit community, thank-you letters should be sent to each agency at the end of the year.

It should be noted that payment is not required for work performed. However, if an agency wishes to donate money, it is accepted and used to further develop the reinforcement fund for the workers.

The following volunteer agencies worked with Project A.M.E.S. during the 1980-81 school year:

1. Ames-Gilbert United Way
2. Willson-Beardshear School
3. Project A.M.E.S.
4. Community Health Support Services
5. Hach Company
6. Bourns Inc.

7. Mitchell School
8. Gloria Wierda
9. Don Paulson
10. Republican Party
11. Ames Parks and Recreation
12. Mary Greeley Hospital Auxiliary
13. Collegiate Methodist Church
14. Democratic Party
15. Ames Community Schools
16. Mary Greeley Hospital

Total units completed in the workshop: 113,743
in the hospital: 141,700 (75 hours)
in Hach company: 38,905 (93 hours)

Simulated Work

Each simulated job assignment is made with specific student needs in mind. The materials used to simulate the activity are actual items found in community work sites, and the simulated jobs duplicate the process found in the businesses. The following fifteen simulated work tasks were assigned to the students in the workshop during the 1980-81 school year:

1. Stuffing envelopes with two different colored 3x5 index cards.
2. Removing two different colored index cards from envelopes.
3. Assembling three IBM cards with paper clip.
4. Putting three kernels of corn in testing tubes and cap.
5. Bottling three beans and screwing on lids.
6. Bottling two beans and screwing on lids.
7. Bottling one clip and screwing on lid.
8. Putting five kernels of corn in testing tube and cap.
9. Emptying bottles.
10. Emptying corn from test tubes.
11. Stuffing envelopes with reply cards.
12. Emptying envelopes with reply cards.
13. Bagging disks.
14. Testing circuitry resistance.
15. Typing lists of items.
16. Stacking wooden stakes.

Total units completed in the workshop: 362,039

ON-SITE COMMUNITY TRAINING

STUDENT		OCCUPATION	FROM	TO	TOTAL ON SITE		TOTAL FOR THE YEAR	
Bill	21 MDT	kitchen aide	9-04-80	11-21-80	11 weeks	165 hours	31½ weeks	472 hours
		salad chef assistant	11-24-80	2-13-81	10 weeks	150 hours		
		parts sorter	3-09-81	3-24-81	2½ weeks	37 hours		
		custodial assistant	3-25-81	5-29-81	8 weeks	120 hours		
Michele	21 MDT	teacher's aide	9-08-80	12-03-80	11½ weeks	172 hours	32 weeks	480 hours
		motel housekeeper	12-04-80	5-29-81	20½ weeks	307 hours		
Mark	20 MDT	bakery chef assistant	9-15-80	11-14-80	8½ weeks	127 hours	37½ weeks	567 hours
		custodial assistant	11-17-80	2-04-81	9 weeks	135 hours		
		assembler	2-05-81	6-02-81	16 weeks	240 hours		
		collater	6-04-81	7-02-81	4 weeks	60 hours		
John	18 MDT	resistance tester	9-02-80	12-12-80	14 weeks	210 hours	36 weeks	540 hours
		kitchen aide	1-07-81	4-03-81	12 weeks	180 hours		
		parts sorter	4-15-81	7-02-81	10 weeks	150 hours		
Lane	18 MDT	collater	11-10-80	12-20-80	5 weeks	75 hours	21 weeks	315 hours
		clerical assistant	1-16-81	2-20-81	5 weeks	75 hours		
		resistance tester	3-09-81	7-02-81	11 weeks	165 hours		
Brenda	18 MDT	assembler	9-22-80	12-20-80	11½ weeks	172 hours	29½ weeks	442 hours
		clerical assistant	1-16-81	2-04-81	3 weeks	45 hours		
		printing aide	2-05-81	6-02-81	15 weeks	225 hours		
Mary	17 MDT	assembler	9-10-80	12-20-80	13 weeks	195 hours	26 weeks	390 hours
		clerical assistant	1-16-81	2-20-81	5 weeks	75 hours		
		salad chef assistant	3-17-81	6-02-81	8 weeks	120 hours		
Karla	17 MDT	collater	11-10-80	12-20-80	5 weeks	75 hours	10 weeks	150 hours
		clerical assistant	1-16-81	2-20-81	5 weeks	75 hours		
Jim	16 MDT	collater	11-10-80	12-20-80	5 weeks	75 hours	10 weeks	150 hours
		clerical assistant	1-16-81	2-20-81	5 weeks	75 hours		

STUDENT		OCCUPATION	FROM	TO	TOTAL ON SITE		TOTAL FOR THE YEAR	
Lila	16 MDT	collater	11-10-80	12-20-80	5 weeks	75 hours	10 weeks	150 hours
		clerical assistant	1-16-81	2-20-81	5 weeks	75 hours		
Lauri	18 S/P	collater	10-08-80	11-24-80	6 weeks	19 hours	6 weeks	19 hours
Denise	18 S/P	collater	3-10-81	4-28-81	7 weeks	21 hours	7 weeks	21 hours
Tracy	16 S/P	collater	3-24-81	4-28-81	5 weeks	15 hours	5 weeks	15 hours
Charlotte	15 MDT	bottle sorter	1-29-81	6-02-81	16 weeks	24 hours	16 weeks	24 hours
Peggy	15 MDT	bottle sorter	1-29-81	6-02-81	16 weeks	24 hours	16 weeks	24 hours
Mike	14 MDT	bottle sorter	1-29-81	6-02-81	16 weeks	24 hours	16 weeks	24 hours

Chapter 2

Project A.M.E.S.
Technical Assistance Statewide Outreach

by:
Paul Bates, Associate Professor,
Department of Special Education,
Southern Illinois University, Carbondale, Illinois

Susan Hamre-Nietupski, Ph.D.
Project Consultant
University of Northern Iowa

John Nietupski, Ph.D.
Project Consultant
University of Northern Iowa

Steve Maurer, Consultant, Severely/Profoundly
Handicapped, Instructional Services Section,
Iowa Department of Public Instruction

Chapter 2

Project A.M.E.S.
Technical Assistance Statewide Outreach

Prior to 1975, very few severely handicapped individuals were educated in the public schools. According to Thompson (1974), severely handicapped students include

> those classified as seriously emotionally disturbed, schizophrenic and autistic, profoundly and severely mentally retarded, and those with two or more serious handicapping conditions such as the mentally retarded-deaf and mentally retarded-blind. (p. 73)

However, since the enactment of Public Law 94-142, a public education has been mandated for all handicapped children. The impact of this law provided the impetus for the development and implementation of education programs for this previously unserved population. Unfortunately, few teachers were initially available who had been trained to work with these students. Further guidelines for the structure and content of these classes had not been developed.

In the past few years, tremendous advancements have been made in the number of severely handicapped students who are being educated in public school settings. Presently, most severely handicapped students are receiving public education services. In addition, personnel preparation programs have rapidly expanded and have trained a large number of teachers to work with this population. Although more students are being served and many teachers have been trained, guidelines regarding the components of an appropriate education have only recently emerged. One reason for the delay in the development of such guidelines was the lack of a unifying philosophy statement regarding the education of severely handicapped individuals. In response to this need, The Association for Severely Handicapped (TASH) passed the following resolution at their 1979 national conference:

> To realize the goals and objectives of The Association for the Severely Handicapped, the following resolution is adopted: In order to develop, learn, grow and live as fully as possible, persons with handicapping conditions require access to services which allow for longitudinal, comprehensive, systematic and chronological age appropriate interactions with persons without identified handicaps. Such interactions must occur in domestic living, educational, vocational and recreational/leisure environments. Specifically, handicapped individuals should: 1) participate in family-like and/or normalized community based domestic living environments; 2) receive educational services in chronological age appropriate regular educational environments; 3) receive training

in and access to a wide variety of vocational environments and opportunities, regardless of functioning level; and 4) participate in a wide range of normalized recreational/leisure environments and activities that involve persons without identified handicaps. The Association for the Severely Handicapped believes that the above conditions must be met in order to provide quality service and that these conditions can only be met by community-based services. Therefore, The Association for the Severely Handicapped resolves that it will work toward the rapid termination of living environments and educational/vocational/recreational services that segregate, regiment and isolate persons from the individualized attention and sustained normalized community interactions necessary for maximal growth, development and the enjoyment of life.

Consistent with this statement, a community/vocational training model is proposed as the recommended model for educational service delivery. In this model, severely handicapped persons are given the opportunity and training necessary for them to live, work, and participate to the fullest extent possible in their home communities. Brown, Nietupski, and Hamre-Nietupski (1977) delineated several aspects of this model in their article, "The Criterion of Ultimate Functioning." This model has been further described by other authors (Bates, Renzaglia, & Wehman, 1981; Brown, Branston-McClean, Baumgart, Vincent, Falvey, and Schroeder, 1979; Certo, Brown, Belmore, and Crowner, 1977). In Figure 1, a hierarchial depiction of the major components of the community/vocational training model is presented.

Implementation of this model has been primarily restricted to demonstration programs such as those operated by the Madison Public School System in conjunction with the Department of Studies in Behavioral Disabilities at the University of Wisconsin (Certo, Brown, Belmore, & Crowner, 1977). Unfortunately, many local school districts have lacked the necessary technical assistance for them to replicate this training model. In Iowa, the Department of Public Instruction has supported activities that are designed to systematically replicate this program model on a statewide basis. This statewide effort, referred to as Project AMES, was initiated during the 1979-1980 school year. During that year, a model demonstration site was established at the Willson-Beardshear School in Ames, Iowa. Based on the success of the pilot effort in Ames, technical asssistance has been extended to numerous replication sites.

During the initial year of Project AMES (1979-1980), several programs for moderately and severely handicapped students sent staff to visit the Willson-Beardshear school. Based on expressed interest and geographic location of the various schools, four locations were invited to receive technical assistance for the 1980-1981 school year. Technical assistance included an initial two-day inservice and six on-site consultation visits.

ASSESS LOCAL COMMUNITY

(Identify potential training sites in domestic, vocational, recreation, and other community environments).

↓

IDENTIFY REQUISITE SKILLS FOR FULL AND PARTIAL USE OF COMMUNITY / VOCATIONAL ENVIRONMENTS

↓

ASSESS STUDENTS' PERFORMANCE IN COMMUNITY / VOCATIONAL ENVIRONMENTS

↓

DEVELOP STUDENT TRAINING OBJECTIVES IN COMMUNITY / VOCATIONAL AREAS

(Include objectives for elementary, intermediate, and secondary age students).

↓

WRITE TRAINING PROGRAMS FOR COMMUNITY / VOCATIONAL SKILLS

↓

IMPLEMENT COMMUNITY / VOCATIONAL TRAINING IN SCHOOL COMMUNITY SETTINGS

↓

DEVELOP TRANSITION PLANS FOR STUDENTS

(Pre-school to elementary, elementary to intermediate, intermediate to secondary, and secondary to post-secondary).

↓

CONDUCT FORMATIVE AND SUMMATIVE EVALUATIONS OF PUBLIC SCHOOL PROGRAMS AND MAKE INDICATED CHANGES IN PROGRAM

Figure 1

Community/Vocational Training Model

The inservice was scheduled at the beginning of the 1980-1981 school year in a centralized location for all replication sites. An administrator, teaching staff, support personnel, and program consultant(s) were in attendance from each replication site. On the first day of the inservice, all aspects of the community/vocational training model were presented. Emphasis was placed on the development of a community referenced curriculum, related training activities, and longitudinal vocational training programs. During the second day of the inservice, accomplishments from the model demonstration program at the Willson-Beardshear school were described. This was followed by the development of individualized program goals for the year by each replication site. These goals were finalized by the end of the inservice day and were formalized as part of a "Technical Assistance Working Agreement." A copy of this form is presented in Figure 2. This working agreement constituted the monitoring mechanism for the technical assistant's consultation visits.

For the 1981-1982 school year, an additional eight replication sites were chosen. Again, an attempt was made to match interest in the program with geographic location of the replication sites. Geographic location was an important variable since the overall plan was to provide technical assistance to a program in each of the state's 15 Area Education Agencies (AEA). By providing assistance to each AEA, the statewide implementation of a community/vocational education model was deemed more feasible. In Figure 3, a map of the state of Iowa is presented with replication sites indicated. In each of the sites selected for 1981-1982, a two day inservice was also conducted and Technical Assistance Working Agreement's developed. The number of consultation days available to each replication site varied from six to eight days. During the 1982-1983 school year, additional sites will be targeted for technical assistance. Priority for selection as a replication site will be given to schools in areas that have not previously received such assistance.

TECHNICAL ASSISTANCE WORKING AGREEMENT

This working agreement specifies the mutual responsibilities of the Iowa Department of Public Instruction (DPI) and ______________________________ school in regard to the development of curriculum and vocational training/placement activities for moderately and severely/profoundly handicapped students. The DPI will provide a two-day workshop on curriculum and vocational program development on August 20-21, 1981, and a one-day workshop in late May or early June, 1982. In addition, a minimum of six on-site technical assistance visits will be made during the 1981-82 school year. These visits will be made by a Project A M.E.S. technical assistance consultant.

The ______________________________ school in AEA __ agrees to 1) attend the August 20-21, 1981, workshop, 2) accept technical assistance from the assigned consultant during the 1981-82 school year, 3) attend a one-day workshop at the end of the school year, 4) identify a contact person through which information will be exchanged, 5) conduct a meeting for all staff at the end of each visit made by the technical assistance consultant, 6) insure that each teacher will develop, implement, and evaluate at least one (1) data-based program in their classroom under the guidance of the technical assistance consultant, 7) write a chapter for the Project A.M.E.S.' monograph, 8) take and develop slides which depict activities which occur during the school year, 9) select objectives from the following list which school personnel will attempt to accomplish during the 1981-82 school year (you may add objectives or make work changes within objectives), and 10) participate in evaluation activities conducted by technical assistant consultant and DPI staff.

Objectives

ADMINISTRATORS (select a minimum of six (6) objectives)

1. By __________, I will secure community transportation for __________ students on a weekly basis.
2. By __________, I will require a detailed classroom schedule for __________ classes of severely handicapped students.
3. By __________, I will organize a curriculum development task force that uses an ecological inventory strategy across all domains.
4. By __________, I will explore the tort liability and insurance ramifications of conducting training in the community.
5. By __________, I will initiate communication with support service personnel about the benefits of an integrated therapy service model.
6. By __________, I will require monthly progress reports of outside school programming from school personnel.
7. By __________, I will conduct a parent meeting on the topic of functional, age-appropriate curriculum development and out-of-school programming.

8. By _________, I will secure space for a school-based workshop.

9. By _________, I will conduct a meeting for community agencies to explain our program.

10. By _________, I will develop policies and procedures concerning appropriate utilization of funds generated by each student and for funds donated by community agencies and groups.

11. By _________, I will develop a total staff schedule which allows for community assessment and programming activities and still provides for adequate coverage for school-based activities.

EDUCATORS (select a minimum of ten (10) objectives)

1. By _________, I/we will conduct an ecological inventory of _________ environment(s) in the community functioning domain.

2. By _________, I/we will conduct an ecological inventory of _________ environment(s) in the vocational domain.

3. By _________, I/we will conduct an ecological inventory of _________ environment(s) in the recreation domain.

4. By _________, I/we will conduct an ecological inventory of _________ environment(s) in the domestic domain.

5. By _________, I/we will task analyze _________ skills in the community functioning domain.

6. By _________, I/we will task analyze _________ skills in the vocational domain.

7. By _________, I/we will task analyze _________ skills in the community recreation domain.

8. By _________, I/we will task analyze _________ skills in the domestic domain.

9. By _________, I/we will conduct weekly training with _________ students in a community setting in the community functioning domain.

10. By _________, I/we will conduct weekly training with _________ students in a community setting in the vocational domain.

11. By _________, I/we will conduct weekly training with _________ students in a community setting in the recreation domain.

12. By _________, I/we will conduct weekly training with _________ students in a community setting in the domestic domain.

13. By _________, I/we will develop a detailed classroom schedule that includes instruction in all domains.

14. By _________, I/we will develop a proposal for my administrator regarding community training for my students.

15. By _________, I/we will collect and chart data on a weekly basis for _________ students across _________ programs.

16. By _________, I/we will develop a notebook for accumulating curriculum materials that are based on ecological inventories.

17. By _________, I/we will arrange a meeting with the physical/occupational therapists to identify how to integrate activities into the students' ongoing program.

18. By _________, I/we will arrange a meeting with the speech clinician, OT/PT, consultant, etc., to identify how to integrate activities into the students' ongoing program.

19. By _________, I/we will write short-term objectives for _________ students in the community, domestic, recreation, and vocational domains.

20. By _________, I/we will develop a cooperative program between home and school for _________ students.

21. By _________, I/we will write _________ program formats for _________ students.

22. By _________, I/we will send a curriculum questionnaire to the parents of my students.

23. By _________, I/we will conduct an information meeting with the parents of my students on the topic of a functional/chronological age-appropriate curriculum.

24. By _________, I/we will participate in the development of a school-based workshop.

25. By _________, I/we will develop _________ school-based vocational training sites for _________ students.

26. By _________, I/we will schedule my students (ages 6-10) in a daily vocational work period for a minimum of 30 minutes.

27. By _________, I/we will schedule my students (ages 11-15) in a daily vocational work period for a minimum of one hour.

28. By _________, I/we will schedule my students (ages 16-18) in a daily vocational work period for a minimum of two hours.

29. By _________, I/we will schedule my students (ages 19-21) in a daily vocational work period for a minimum of three hours.

Figure 2

Project AMES Replication Sites

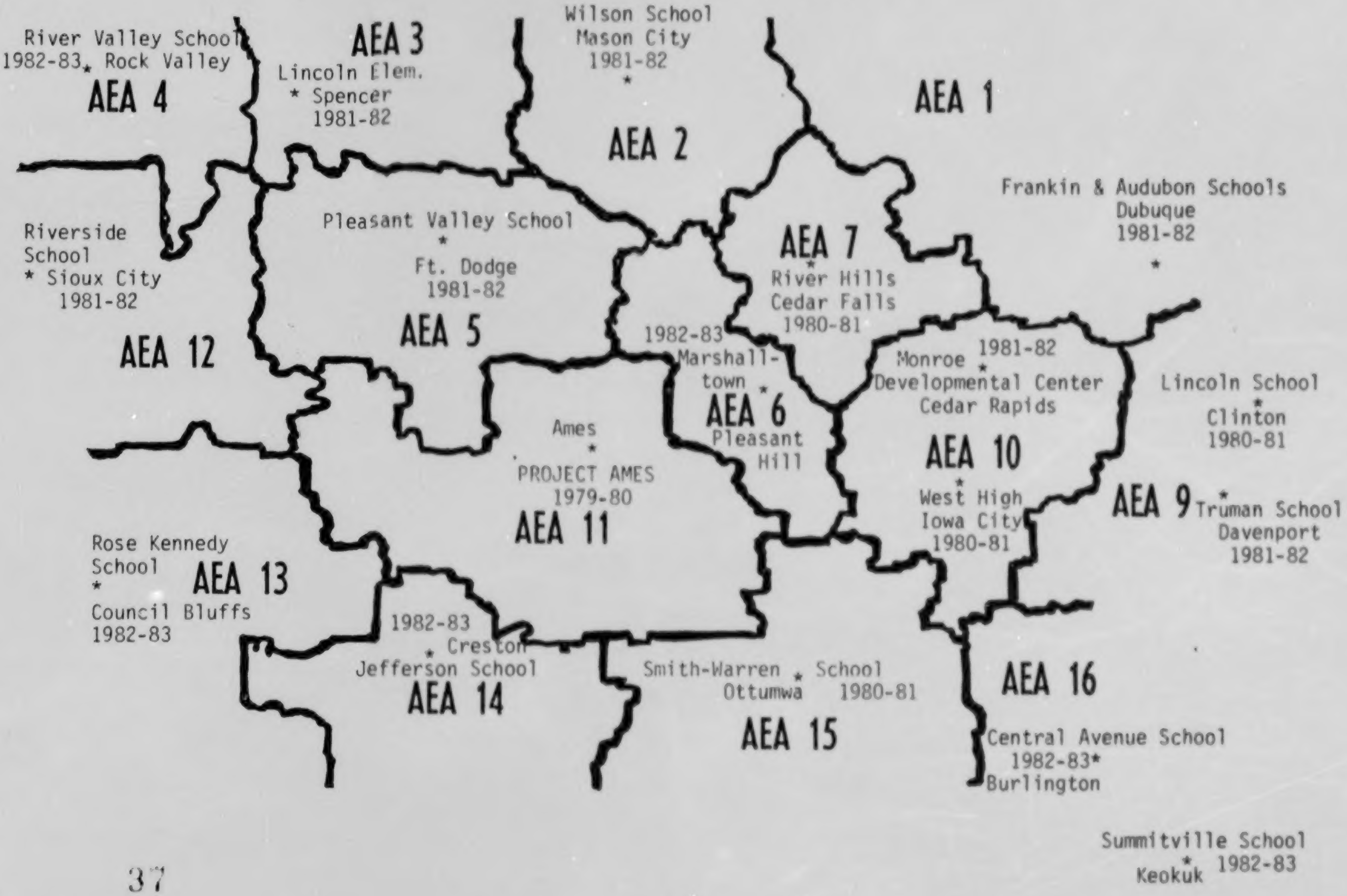
River Valley School
1982-83 ★ Rock Valley
AEA 4
AEA 3
Lincoln Elem.
★ Spencer
1981-82
Wilson School
Mason City
1981-82
★
AEA 2
AEA 1
Riverside
School
★ Sioux City
1981-82
AEA 12
Pleasant Valley School
★
Ft. Dodge
1981-82
AEA 5
AEA 7
★
River Hills
Cedar Falls
1980-81
Frankin & Audubon Schools
Dubuque
1981-82
★
1982-83
Marshall-
town ★
AEA 6
Pleasant
Hill
Monroe ★ 1981-82
Developmental Center
Cedar Rapids
AEA 10
Lincoln School
★
Clinton
1980-81
Ames
★
PROJECT AMES
1979-80
AEA 11
★
West High
Iowa City
1980-81
AEA 9
★
Truman School
Davenport
1981-82
Rose Kennedy
School
★
Council Bluffs
1982-83
AEA 13
1982-83
★ Creston
Jefferson School
AEA 14
Smith-Warren ★ School
Ottumwa 1980-81
AEA 15
AEA 16
Central Avenue School
1982-83★
Burlington
Summitville School
★ 1982-83
Keokuk

Figure 3

Chapter 3

PROJECT LINCOLN: Community/Vocational Training for Moderately and Severely Disabled Students in Clinton, Iowa

Edited By:
Paul Bates, Ph.D.

Contributing Authors:
Linda Davenport
Jeannie Gisel
Andy Mensing
Jill Philipp
Jan Schultheis
Sandra Wiechmann

Chapter 3

INTRODUCTION

By Jeannie Gisel

Lincoln School in Clinton, Iowa, is a public education facility for approximately 50 moderately, severely, and profoundly disabled students between the ages of six and twenty-one. The five classes at Lincoln School were staffed by six teachers, five teacher aides, a half-time nurse, and half-time speech/language clinician. In addition, consultative services were provided by a mental disabilities consultant, psychologist, physical therapist, and social worker. In the years prior to 1980-81, the curriculum at Lincoln School did not include a community/vocational training emphasis. Without this emphasis, many students had graduated from the program still lacking the necessary skills for them to work and live independently to a significant degree in the Clinton community. In recognition of this need, the staff at Lincoln School volunteered to receive technical assistance as part of Project A.M.E.S., a statewide initiative to promote community/vocational training. The model program site for Project A.M.E.S. is located at the Willson-Beardshear School in Ames, Iowa.

The major emphasis of the curriculum change at Lincoln School during the 1980-81 school year was in the vocational domain. Although the school had an on-going cooperative training agreement with the local sheltered workshop for the older students, very little vocational training was conducted at the school, and none of this involved younger students. In response to the need for a greater vocational training emphasis at school involving all ages and functioning levels of students, a school-based simulated workshop was developed by dividing off one end of a large classroom with metal storage shelves. With the exception of the oldest class of students, four students in the Primary I class and the five students in the Severe/Profound classroom, all other students attended the simulated workshop for daily vocational training experiences. The students in the oldest class were either involved in vocational training at the sheltered workshop or at various competitive employment training sites in the community. Virtually all the students in the Primary I classroom and the Severe/Profound classroom were taught vocational skills during work periods in their classrooms.

In addition to an increased vocational training emphasis in the school's curriculum, the 1980-81 school year brought about a greater commitment on the staff's part to teach functional skills in a range of community environments. As a result, the students at Lincoln School participated in many instructional field trips to community eating establishments, grocery stores, and department stores.

Several new developments occurred at Lincoln School during the past school year. Many of these are highlighted in this chapter. These include the development of a simulated sheltered workshop, involvement of several students in sheltered workshop employment, initiation of community/vocational training activities in all classes, and establishment of competitive employment training sites. After these aspects of the Lincoln School program are described, the overall results of the 1980-81 school year are summarized and the program's goals for the future are briefly discussed.

Simulated School Workshop

By Linda Davenport and Jill Philipp

Prior to the 1980-81 school year, prevocational activities were occasionally provided for students at Lincoln School, but little of this training occurred on a daily basis due to inadequate space and limited materials. During this year, a section of one classroom was designated as the simulated workshop, and an attempt was made to add more materials. Three units of shelving were purchased, and several plastic bins and containers were used to keep items organized. Work tasks for the school-based workshop included the following simulated and volunteer jobs.

Simulated Tasks:

1. Pins and springs (Walter Windows)
2. Sorting G.E. cold controls
3. Disassembling cold controls
4. Assembling and disassembling nuts, bolts, washers
    - 2 boards of 30 - ½" bolts
    - 1 board of 10 - 1½" bolts
5. 12 hole corner and screw board
6. Stuffing and unstuffing 1 or 2 colored index (3x5) cards in envelopes
7. Stuffing 6"x9" envelope with 1 sheet of paper
8. Folding letters in half with a jig and without
9. Bagging items of 5
10. Collating 6-page booklets and stapling

Volunteer Tasks:

1. Stamping identification in booklet for Congressman Tauke
2. Numbering seating tickets for local baseball team
3. Burpee Seed - Clinton
    a. stapling information booklet to packet of tomato seeds
    b. tearing open and emptying packets of outdated tomato, marigold, and bean seeds

In the simulated workshop, performance information was collected regularly for all students. After production standards were established by observing staff perform the tasks, student charts were made and their production was measured daily. Further, attending to task was recorded once a week.

All students were reinforced for their work performance. This system was administered in the following manner:

1. Cards with five circles, to be filled up with pennies, were made for all students.
2. Each student was given the opportunity to earn five pennies per work period, depending on the task.

3. At the end of work period, these pennies were exchanged for one nickel. This money was deposited for each student in a glass jar with the student's name on it.
4. On Friday, the students could spend their money to purchase items from the school store or could continue saving for bigger items.

Since several classes participated in the simulated workshop, scheduling was extremely important. The three classes that used the school workshop were Primary II, Intermediate, and Secondary I. The daily work schedule for these classes was:

1. Primary II - 9:30-10:30 a.m.
2. Intermediate - 4 students - 12:30-1:30
   4 students - 1:30-2:30
3. Secondary I - two students - 12:30-1:30
   one student - 12:30-2:30

Over the course of the year, many improvements in basic work habits were noted as a result of the simulated workshop training. Some of these gains will be highlighted in the subsequent discussion of specific classroom programs.

Sheltered Workshop Training

By Jeannie Gisel

The sheltered workshop in Clinton, Iowa, is Skyline, Inc. Among other services, Skyline operates a work activities program. The function of this preworkshop program is to train clients to perform the job duties that are required of the extended sheltered work employees. Extended sheltered work employees are those clients who are considered "productive". Funding for the various program options at Skyline comes from Vocational Rehabilitation, Title XX, Title XIX, and the County Board of Supervisors.

For the past several years, most of the students at Lincoln School, age sixteen and over, attended Skyline in the morning from 9:00 a.m. to 11:00 a.m. Transportation to the workshop was the responsibility of each student's local school district. At the end of the work period, all of the students took the city bus to return to school for lunch and afternoon classes.

The work tasks at Skyline varied from day to day, depending on the particular subcontracts the workshop was able to secure from the community. However, several jobs were available on a fairly stable basis. One such job was to collate a folded coupon and plastic bag and then place it inside a small booklet. This job was subcontracted from the Purina Corporation. Another fairly constant task was the disassembly of a cold control. This job required the use of pliers to disassemble the cold control, and then the various pieces had to be sorted into bins. One additional task that was regularly produced at Skyline was the assembly of a small spring by placing it over a one-inch metal shaft to be used later in assembling aluminum windows.

Most of the Lincoln students were involved in the preworkshop program. Daily production rate records were kept on each student to monitor progress and serve as a basis to compute earnings. If, over a three-month period of time, a student is able to work at a rate of 25 percent or more of the competitive performance standard on three different jobs, he/she is transferred to the extended sheltered workshop production area.

In order to utilize the sheltered workshop services as an adjunct to the Lincoln program, it was necessary for the Area Education Agency (AEA) to enter into a contractual agreement with Skyline. In this contract the specific services and responsibilities of the school staff and the community agency (Skyline) were spelled out. The total cost of the contract at present is approximately $12,000.00. The school staff provided an aide to help train students and assist in the data collection process.

The purpose of the Skyline training component is to provide students with a realistic work experience in the sheltered workshop area. As nonsheltered competitive training sites become increasingly available, the Skyline experience will probably be used on a regular basis by a smaller percentage of Lincoln's students who are over the age of sixteen. This past year it was possible to secure Skyline services for a severely handicapped student whose mobility is limited to wheelchair travel. Since this student had previously been excluded from the Skyline program due to mobility and behavioral difficulties, this accomplishment was viewed by staff as a significant achievement for the student and the Lincoln program.

Primary I Mental Disabilities Classroom

By Andy Mensing

Student Description

The four students in the youngest Primary class ranged in age from six to nine. The three boys and one girl in this class had I.Q.'s between 40 and 60. One teacher had responsibility for this class. Figure 1 shows the schedule that the class followed. This report includes a brief description of the Primary I classroom's activities in the following four curriculum areas: Vocational, Domestic, Community, and Recreation/Leisure.

Vocational Training

The students were scheduled for vocational training from 1:00 p.m. until 1:45 p.m., Monday, Tuesday, Wednesday, and Friday. The vocational tasks included sorting, bagging and slotting Peabody Tokens, and dismantling ¼" bolts, washers, and nuts. The vocational training took place in the classroom at a workbench and table. An attempt was made to keep distractions to a minimum.

A sample graphic display of the progress made by one student (John) in the vocational area is presented in Figure 2. This graph is a summary of three months of daily data collection. The chart is constructed so that one day out of each week is charted. The graph documents how long it took John to disassemble and sort the parts of 30 ¼" nuts, bolts, and washers. The bolts were kept in three rows on a two feet (60 cm) by six inches (15 cm) wooden jig. John was reinforced with a table activity, i.e., puzzles, games, etc., of his choice if he did a satisfactory job.

As the graph indicates, John made progress on this vocational task. According to the teacher's informal observations, John's attention span improved in his academic skills as a direct result of his involvement in consistent vocational training. Although John's speed did not reach the staff's rate, he showed consistent improvement across the five months of the program.

Domestic Skills

An important project in the Domestic area was having the students make themselves a snack of peanut butter and toast. The teacher provided the students with a pictorial list of all the things needed for the snack. The students were then required to prepare the snack, clean up, and put everything away. After eight to ten weeks, the students could do this with relatively no supervision.

	M	T	W	TH	F
9:15	ACADEMIC SKILLS			9:30 COMMUNITY VOCATIONAL SKILLS Jewels, Target, & Public Library 10:30	
10:00	DOMESTIC VOCATIONAL SKILLS Prepare Snack				
10:15	RECESS				
10:45	ACADEMIC SKILLS				
11:30	LUNCH				
12:15	REST & QUIET TIME		PHYSICAL EDUCATION		
1:00	VOCATIONAL WORK			12:45 COMMUNITY VOCATIONAL SKILLS 1st grade integration 2:15	
1:45	RECESS				
2:15	ART ACTIVITIES				
2:45	Students get ready to go home				
3:00					

Figure 1

Primary I Classroom Schedule

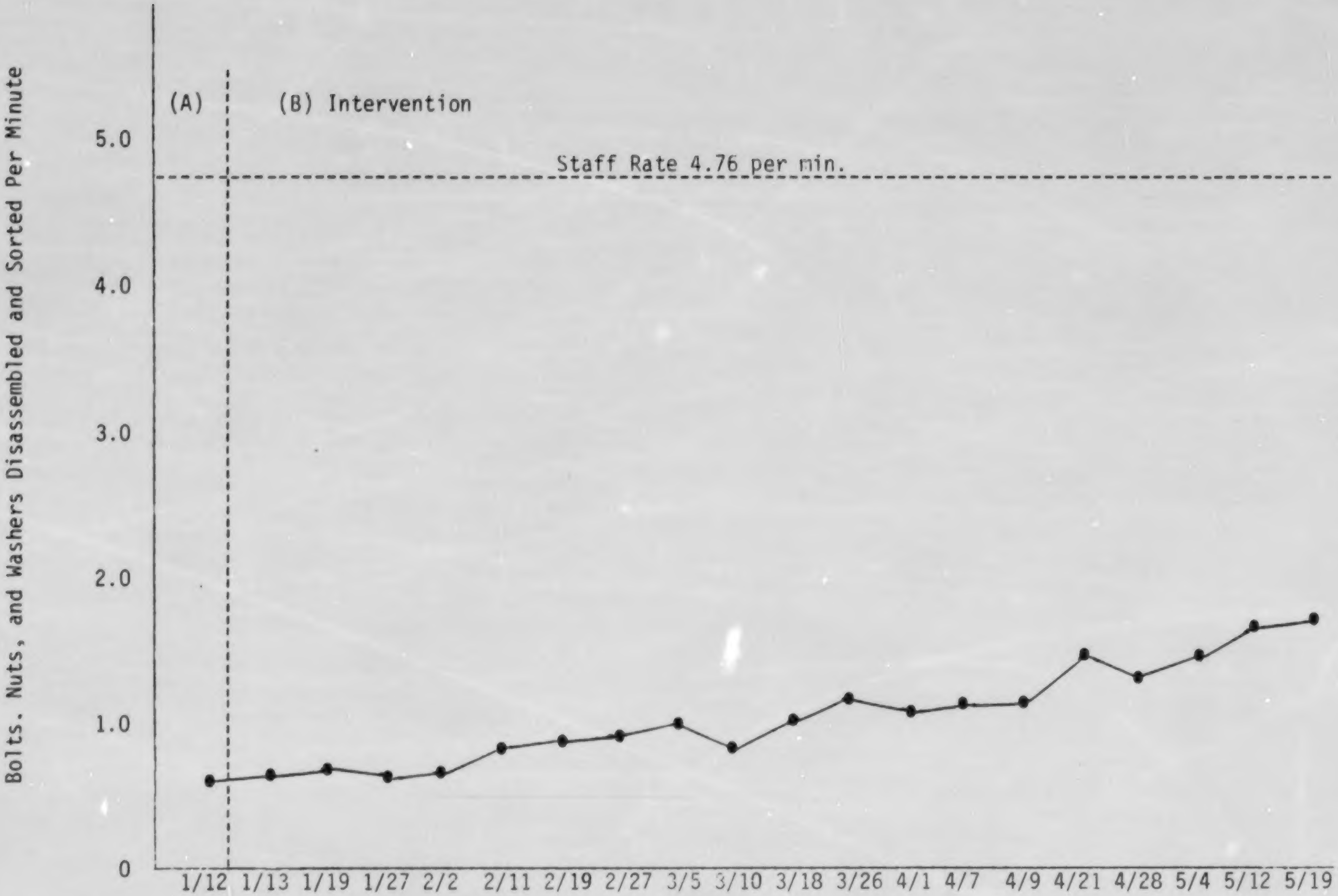

Figure 2

John's Production Rate Per Minute for Disassembly and Sorting of 30 Bolts, Nuts, and Washers

Community Training

Community integration was also emphasized a great deal this year. Each Thursday, the students were taken to a community site for approximately one hour. The community sites included: Jewel Food Store, Target Department Store, and the Clinton Public Library. Each site was visited for six to eight weeks.

Within each community site, the skills needed to function in that setting were task analyzed. Figures 3, 4, and 5 show the inventories for the library, grocery, and department store training sites respectively. These inventories constituted the student objectives for community training.

Recreation/Leisure

Because of limited funds and lack of time, no community-based leisure training occurred this year. However, one student was able to attend a first grade class for one hour each week for art and physical education. This student enjoyed this time for leisure activities with her nonhandicapped peers. In the future, expanded program efforts in this area are anticipated.

Conclusion

The change in curriculum emphasis has benefited the primary age students. Their competence in vocational, domestic, and community skills has been increased. These skill gains provide each student with an excellent start toward acquiring a more sophisticated repertoire of independent living skills.

Date ______________________ Name ______________________

Key

+ exhibits skills

- doesn't exhibit skills

General Areas	Specific Skills		Comments
Boarding and riding in vehicle	1. Walk on sidewalk to vehicle		
	2. Enter vehicle correctly, don't put feet on seat		
	3. Buckle seat belt if requested		
	4. Don't play with any buttons, knobs, locks, etc.		
I. Entering library appropriately	1. Walk on sidewalk to door		
	2. Use quiet voice when in library		
	3. No running in library		
	4. Go to designated area as instructed		
	5. Remove and place wraps where requested		
II. Attending to library materials presented	1. After meeting librarian, attend to her instruction		
	2. Go to designated viewing area		
	3. Sit where instructed to be librarian		
	4. Attend to material presented		
	5. Answer question about material when asked		
	6. Ask appropriate questions at appropriate times		
V. Exiting library appropriately	1. Thank librarian for materials		
	2. Go to correct area and put on coats		
	3. Leave building quietly without running		
	4. Follow sidewalk to car		
	5. Enter car appropriately		
Miscellaneous			

Figure 3

Competency Checklist for Public Library

Name ________________________________ Date ____________________

Key: + exhibits skills
- doesn't exhibit skills
o emerging skill

SKILLS

1. Enter door correctly. ____
2. Locates carts & removes one from the line of carts. ____
3. Looks at shopping pictorial list or written list. ____
4. Pushes cart to area where item is located. ____
5. Selects particular brand of kind of product. ____
6. Loads items in cart properly, I.e., a) bulky items on bottom of cart; b) glass items where they don't roll; c) crushable items on top of cart; d) frozen items last on list. ____
7. Compares prices, weights, quantities (if applicable). ____
8. Checks off item on written or pictorial list. ____
9. Secures all items on list. ____
10. Seek assistance for all items unable to find. ____
11. Pushes cart to checkout. ____
12. Differentiates between 10 items or less lane (if applicable). ____
13. Waits in line. ____
14. Pushes cart to or on conveyer belt. ____
15. Sets items on belt. ____
16. Waits for clerk to ring up total. ____
17. Pushes cart back. ____
18. Pays clerk. ____
19. Waits for change. ____
20. Takes bags to vehicle or waits for bag boy. ____

MANNERS

A. Do not run through isle or race carts through isle. ____
B. Excuse yourself if you have to push around another person. ____
C. Talk in a pleasant, quiet voice. ____
D. Don't handle items unless you intend to purchase item. ____
E. Ask for assistance in proper manner. ____
F. Take off mittens and/or hat and pull back hood. ____

ADDITIONAL COMMENTS

Figure 4

Competency Checklist for Grocery Shopping

Name________________________________ Date________________________________

Key:
+ exhibits skills
- doesn't exhibit skills
o emerging skills

1. Enters store correctly. ☐
2. Locates cart and removes it properly. ☐
3. Looks at pictorial or written shopping list. ☐
4. Pushes cart to correct department. ☐
5. Compares prices, weights, quantities (if applicable). ☐
6. Selects particular brand of kind of product. ☐
7. Checks off item on pictorial or written list, locates next item. ☐
8. Secures all items on list. ☐
9. Seeks assistance for all items unable to find. ☐
10. Pushes cart to checkout. ☐
11. Waits in line appropriately. ☐
12. Sets items on checkout counter. ☐
13. Waits for clerk to ring up total. ☐
14. Pays clerk. ☐
15. Waits for change and/or receipt. ☐
16. Takes bag. ☐

CHECK LIST

Name/Date	Department Specific Item Located yes + no -				

Figure 5

Competency Checklist for Department Store (Target)

Primary II Classroom

By Jeannie Gisel

Student Description

There were five students in the Primary II class, ranging in age from nine to thirteen. This class consisted of four boys and one girl. Their I.Q.'s ranged from the high 40's to low 50's. Two boys in the class are Down's Syndrome, one essentially nonverbal and the other talking in two and three word sentences. One boy has hypopituitarism and is quite small for his age. This student wears torsion braces to correct severe toeing in. The other male student has extodermal dysplasia with two urostomies. This student has just begun walking around the school with the aid of a walker. The female student in the class has many acting out behaviors, such as screaming, talking to herself, spitting, throwing, and hitting. Most of the students in this class have short attention spans and problems with fine motor control. Two are working on preprimer reading skills while the others are working with functional reading words. Most are still working on recognizing numerals and counting objects in one-to-one correspondence. One of the male students has learned to recognize coins, identify monetary values, and is learning to read a clock.

Classroom Schedule

The classroom schedule for the Primary II classroom is presented in Figure 6. This schedule assured student training in all domain areas. These areas are subsequently discussed.

Domestic

The Primary II class participated in cleaning and cooking activities in the domestic domain. Each Friday afternoon, the class dusted, vacuumed and swept the classroom, erased the boards, and washed the tables and sink. The students quickly found their favorite job but were rotated each week to insure that they learned each component of the job.

Each Friday of the second semester, the class cooked a different easy-to-prepare dish. Boxed pizza, macaroni and cheese (2 varieties), and jello were the four dishes that the class prepared. These recipes were prepared on four occasions each to promote acquisition by repeating the learning experiences.

Monday Tuesday	Wednesday	Thursday	Friday
9:00 - grooming			
9:15 - calendar	speech stim.		
9:30 - vocational			cooking
10:30 - recess			
10:45 - reading			
11:05 - math			
11:25 - clean-up			
11:30 - lunch			
12:00 - grooming			
12:30 - rest	P.E.	P.E.	integration with regular classroom for two children. bowling or skating for some
1:00 - print names			
1:20 - functional words 1:1 work on math, shoe-tying, cutting, tracing, etc.			
1:45 - recess			
2:15 - art	clean room		clean room
2:45 - clean-up			
3:00 - go home			

Figure 6

Primary II Classroom Schedule

Community Training

A private car was used to transport students into the community. The students went to Target Department Store a few times. Usually one teacher accompanied one student at a time for community training. Manners in a car and in public were emphasized throughout the community training. Part of the class also went to Donutland for training experiences, while two of the group were integrated into a regular classroom at another school for nonacademic subjects.

Recreation/Leisure

A few students in the class were involved with bowling and skating during the year. All class members went swimming once a week for eight weeks during the first semester.

Vocational

The jobs used for vocational training with the Primary II students were stuffing 3"x5" cards into 4"x6" envelopes, stuffing folded letters into 6"x9" envelopes, assembly of pins and springs, sorting cold control components (five varieties) in quantities of 400, 500, and 1,000 and stuffing two 3"x5" cards into 6"x9" envelopes.

The students were rewarded with pennies in the vocational area. The students could earn up to five pennies per day. With the younger students, the 30-minute work period was broken into five 6-minute periods. The students could earn a penny if they completed a required number of assemblies during each 6-minute period. The students producing pins and springs assemblies earned a penny for each 100 they completed. Payments for sorting tasks occurred when the students completed portions of the task. These students were paid when they completed a fourth, half, three-fourths, and all of the task. The fifth penny was earned for working faster than previously. A snack at break was also earned if the student's chart showed progress. With the money that they earned, the students could purchase items from the school store on Friday, every other week.

The students' work productivity was charted daily on a line graph. The student was present as his/her work was charted so he/she could visually view progress or lack of progress. Attending to task information was also recorded once a week. To highlight some of the vocational training activities that were conducted in the Primary II classroom, a brief program example is provided.

Vocational Case Study--Primary II Classroom

Joe was a nine-year-old boy with Down's Syndrome. He could express himself verbally in two and three word phrases and was capable of using sentences when prompted to do so. His motor movements were typically very lethargic. During most of his activities at school, Joe has needed fairly constant teacher supervision for him to finish his work. His performance was characterized by a short attention span and the need for frequent verbal prompting and reinforcement for him to complete assigned tasks.

Joe's job at the beginning of the year was stuffing 3"x5" index cards into envelopes. He was given a specific number of envelopes and an unlimited supply of cards to be stuffed in a six-minute time period. The period was divided into five six-minute time periods that were signalled by a kitchen timer. If Joe completed stuffing the predetermined number of envelopes in the six minutes, he was rewarded with a penny. At the end of 30 minutes, if he completed stuffing the same number or more envelopes than the day before, he earned a snack at break. He was shown on his chart how many he did the day before, and he was requested to verbalize whether the chart went up, down, or stayed the same. He quickly comprehended the contingencies of the system and knew whether or not he earned a snack. When his production rate attained the competitive standard for three consecutive days, he was put on another job. A graphic display of Joe's performance on this task is presented in Figure 7.

Joe's new job was sorting 500 cold control components consisting of five varieties. His attention span had improved to the point where he could work reasonably consistently without the period being broken into small time segments. He was reinforced four times during each work period when he was one-quarter, one-half, three-fourths, and nearly done with the sorting. The fifth penny plus a snack were earned if the time it took him to sort stayed the same or was less than the day before. He didn't experience any problems in moving from the shorter time periods to working the full 30-40 minute work period. His attending to task dropped initially at the beginning of the new task but soon was back up to between 85 to 95 percent on-task.

According to this teacher's subjective observations of Joe, he appeared to mature this year in attending to task in classroom situations as well as in workshop. He became more sure of himself and was better at completing tasks in the classroom without waiting to get a "go ahead" for each new problem within an assigned task.

Conclusion

The Primary II students were involved in weekly training in all curriculum domains. As these students progress through school, the amount of program time directed toward community/vocational training will be increased.

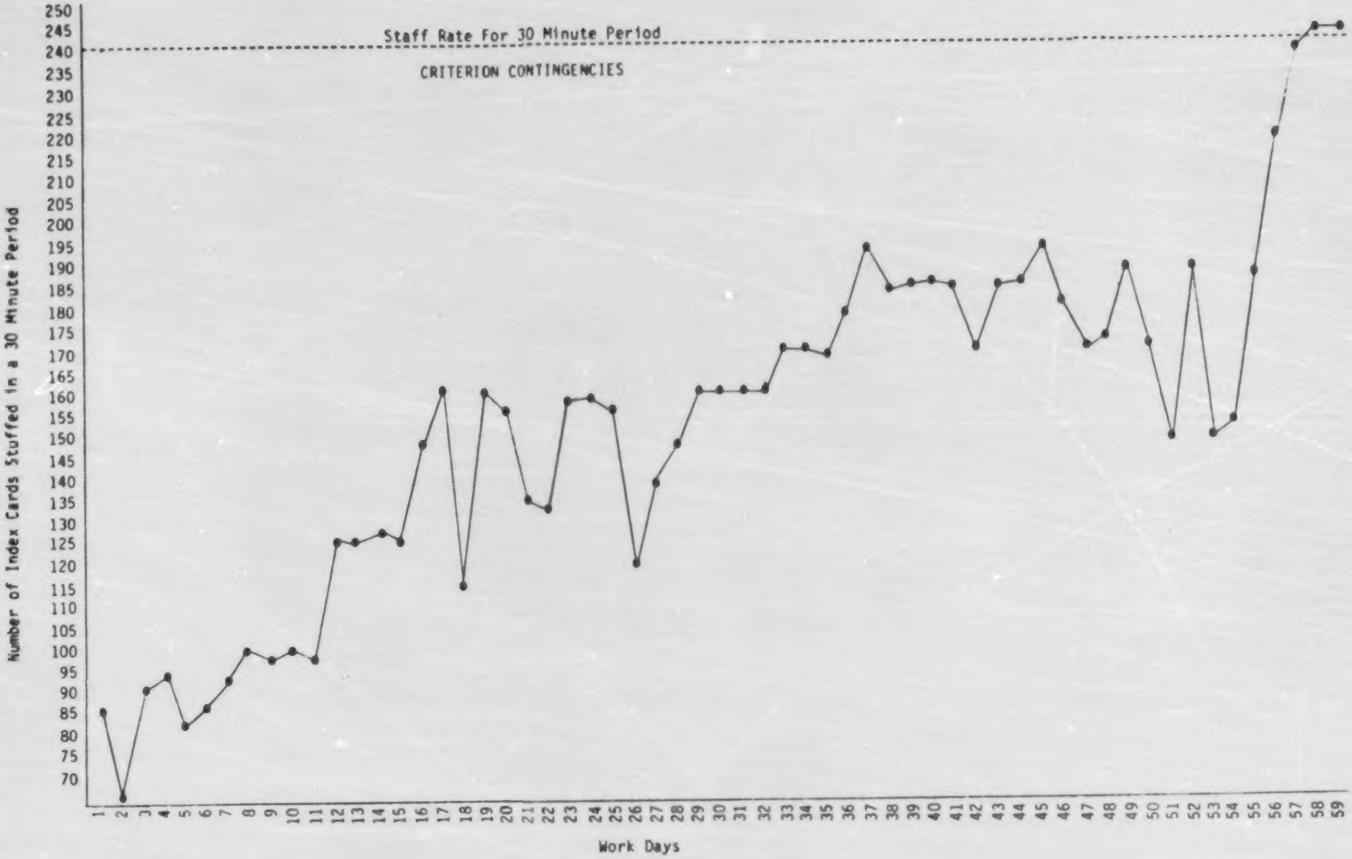

Figure 7

Joe's Production Rate on Envelope Stuffing

Severe/Profound Classroom

By Sandra Wiechmann

The four students in the severe/profound classroom were seven, ten, twelve, and seventeen years of age. Three of the students in this class were ambulatory. General functioning levels varied greatly. The lowest functioning student demonstrated skills at roughly a 6-month level. The highest functioning student demonstrated skills at approximately a two-year level. All four students lacked functional communication skills. Staff for the class included one teacher and an assistant. The activities and programs designed for the severely and profoundly handicapped students relating to the four instructional domains are briefly summarized below. A description of specific programs conducted with the eldest student in the classroom is presented as an example case study.

Vocational Training

Relatively little formal vocational programming was conducted in the classroom on a regular basis. Some work activities were done with the eldest student and are described later in the case study portion of this report. With the other students, many vocational training activities were conducted in the context of domestic training.

Domestic Skills

This year students were involved in several simple activities commonly found in the home environment. These activities included wiping tables, vacuuming, putting items away, wiping windows and mirrors, assisting with laundry, bedmaking, and assisting with simple cooking. The activities were part of a student's daily or weekly schedule.

Much emphasis was placed on developing self-help skills. Toilet training and self-feeding skills received a great deal of attention. These programs had specific instructional strategies and data collection procedures that were used consistently by all teaching staff.

Community Mobility

Students were frequently taken on community outings this year. Task analyses were written to define those skills needed to function in the grocery store, the Target Department Store, and McDonald's restaurant. Of the three community sites, the grocery store was visited most consistently. The two highest functioning students in the class went to the grocery store once a week for community training.

Students made other trips into the community. On these trips, the library, shops downtown, and restaurants were visited. It was extremely difficult to involve the nonambulatory student in these trips due to lack of classroom time and proper transportation.

Leisure Skills

In this curriculum domain, students participated in activities such as swimming, going on walks, visiting parks, roller skating, and working with art materials. A greater emphasis needs to be placed in this particular domain for severe/profound students.

Program Case Study--Severe/Profound Classroom

As an example of how the Project A.M.E.S. philosophy was implemented with one student in the severe/profound classroom, the following case study is presented.

The student was a seventeen-year-old male. He had no functional speech but communicated with gestures consisting of pointing responses and one or two manual signs. The student was able to follow many directions and appeared to understand much of what was said to him. Although he is ambulatory, he does have cerebral palsy resulting in spasticity on the left side of his body. The student had occasional seizures. He demonstrated some maladaptive behaviors, specifically biting, grabbing, and hitting others. Overall, he functioned at approximately a two-year level on formal testing.

In working with this student, five prioritized goals were kept in mind. The first goal was to see that maladaptive behaviors decreased; the second goal involved the development of toilet conditioned behavior; the third was directed toward improving attending skills by having the student work on domestic activities and prevocational activities; the fourth was to maintain his present gross motor functioning level; and finally, it was hoped the student's expressive and receptive language skills would improve.

The student made significant progress in achieving the first and second goals mentioned. The student now strikes out at others less than two times daily (a considerable reduction from approximately nine a day during the first month of school) and will not wet his pants if taken to the bathroom at scheduled times. At this time, he occasionally indicates the need to go to the toilet independently.

The student was given various prevocational activities to do at his desk in the classroom. Sorting and bagging tasks were done most consistently. These tasks involved specific instructional steps, strategies, and cues. Some progress in the bagging program was noted at the end of the school year. For the most part, however, the student's performance was consistently poor in this area.

Program time was also scheduled for domestic work. The student assisted with simple clean-up chores in the classroom, such as vacuuming, wiping tables, wiping windows and mirrors, doing laundry, and bedmaking. Once a week the student went to a nearby church with the teacher to vacuum carpets and wipe windows and mirrors. This activity consisted of a total of nine sessions during the year. Much verbal and physical prompting was needed to complete domestic work. Although the student needed much teacher assistance in this area, informal observations by the teacher indicated that he performed better on these tasks than on sit-down manipulative work.

The student participated in several out-of-school activities. He visited the grocery store once a week with an instructor. The student also went to McDonald's and other local restaurants. Further, this student participated in other trips to community sites, such as the library, parks, and roller rink.

Conclusion

The cognitive and physical limitations of the students in the severe/ profound classroom posed some difficulties for the teacher in fully implementing the Project A.M.E.S. philosophy. However, through partial participation, it was possible to involve these students in community/vocational training to a much larger degree.

Intermediate Class

By Jill Philipp

Student Description

The Intermediate class included eight students, six males and two females, ages eleven to fifteen. The students' I.Q.'s range from 40 to 57. There is one nonverbal student with Apert's Syndrome and one person with Down's Syndrome in the class. Two boys engage in excessive talking and behavior reduction programs have been implemented. One student exhibits autistic-like behaviors. The class as a whole gets along very well and has established close friendships among themselves.

The Intermediate class works on functional academics, such as a survival reading list, time telling, and money skills. Vocational training consists of sorting, bagging, stapling, and assembling tasks. Domestic living skills include simple household chores and cooking. Skating and bowling were scheduled for Fridays. After school, swimming and Boy Scouts were organized by parents and the local Association for Retarded Citizens. A discussion of the program's training in each life functioning domain is subsequently presented.

Vocational Domain

Each student in the Intermediate class worked for one hour a day in the simulated school workshop. Half the students worked from 12:30 p.m. to 1:30 p.m. and the other four from 1:30 p.m. to 2:30 p.m. The various simulated jobs students worked on included sorting 500 and 1,000 G.E. cold control pieces, stuffing two colored 3"x5" index cards into an envelope, folding 8½"x11" pieces of paper in half with and without a jig, and bagging two items into a plastic bag. Another job, called pins and springs, was a discontinued contract for Walter's windows from the local sheltered workshop. Production norms were taken on all jobs by observing the teachers, charts were made for each student, and progress was charted daily. Attending to task was recorded weekly. Appropriate work habits were continually stressed. Each student became very aware of his own competition with his chart. Production, attending to task, and work tolerance increased significantly over the year. At various times of the year, the students did volunteer jobs for the community. These included numbering ticket stubs for the local professional baseball team and sorting of seeds for the Burpee Seed Company. During the one-hour work period, each student had a chance to earn five pennies. At the end of the period, they could cash their pennies in for one nickel and deposit it in their bank. Items could be selected with their earned money on Fridays.

On Wednesday mornings, the class delivered 220 "Town Talk" papers, a local advertisement and shopping guide. Students participated in the folding and bagging of papers. The class was divided in half, each

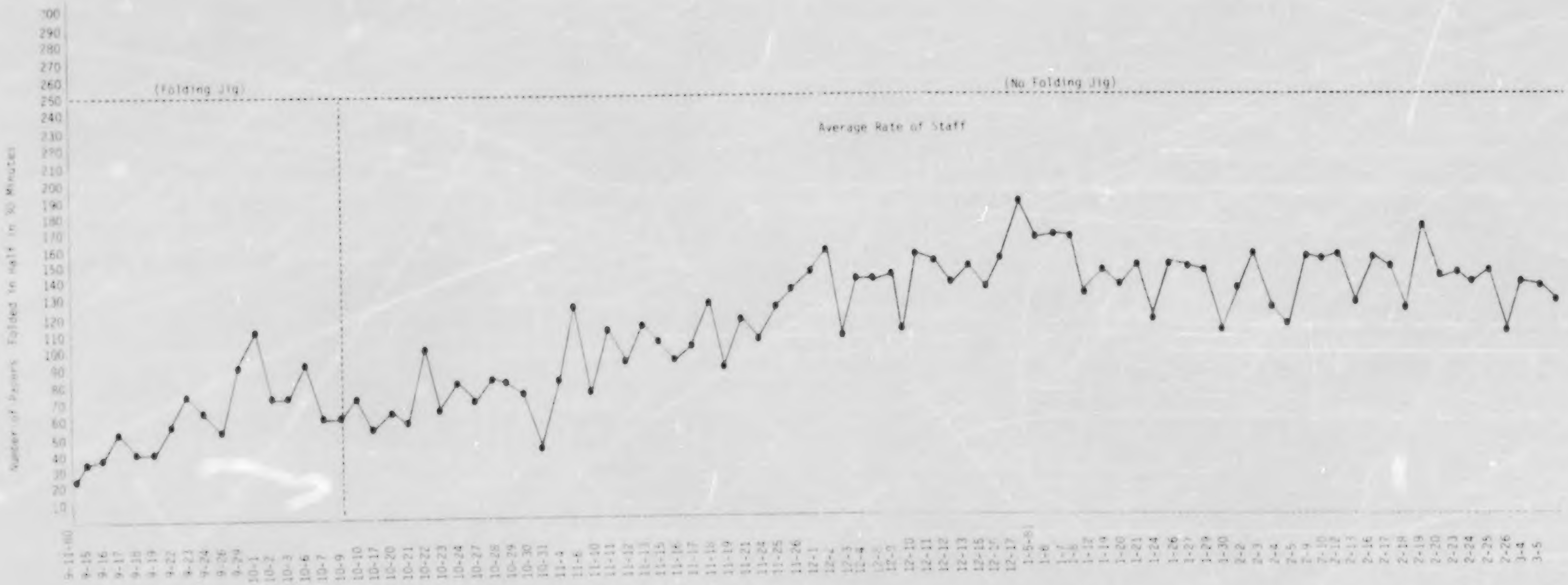

Figure 8

Paper Folding in 30 Minute Period

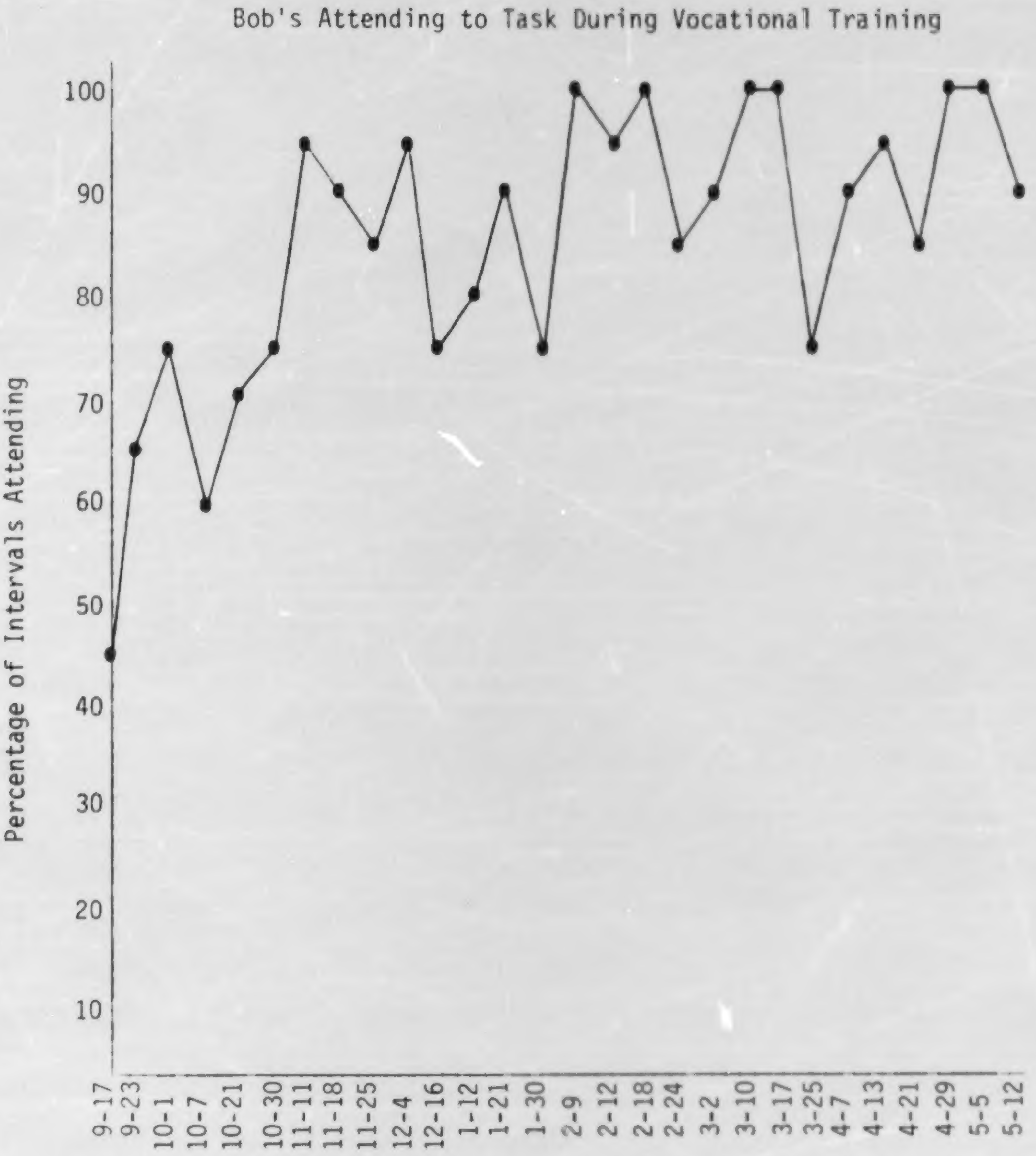

Figure 9

Bob's Attending to Task in 1980-1981 School Year ball, taking turns, and the actual throwing of the ball were stressed. Students were asked to write their own computed scores.

During April, the three oldest classes began roller skating. Despite limited experience with this recreation activity, these students made significant improvements in this area.

Conclusion

In all curriculum domains, the students in the Intermediate class made numerous gains during the 1980-81 school year. Independent living skills were acquired and the Clinton Community witnessed several illustrations of competence by the students.

Secondary I Classroom

By Linda Davenport

Student Description

The Secondary I classroom at Lincoln School consisted of five males and five females. They ranged in age from fourteen to twenty-one. Most of the students are brain damaged and have I.Q.'s from 40 to 50. One male student, who was twenty-one, became physically/mentally handicapped from an automobile accident three years ago. He attended Lincoln three days a week and had an aide with him at all times. A summary of student performance in all curriculum domains is presented below.

Vocational Domain

Four students from the Secondary I classroom attend Skyline sheltered workshop in Clinton for two hours in the morning. The teacher's aide supervised the student at Skyline and trained them to return to Lincoln on the city transit. Another male student, age nineteen, worked three and one-half hours in the morning at Burpee Seeds stacking seed packets on the shelves and other various jobs assigned by his supervisor. The same student then used the city bus to report to a second job at a sports shop for four hours a day. There he did various clean-up jobs and helped the other employees assemble items, such as boat trailers, pool tables, bikes, etc. One female age fifteen, worked most of the year in the school workshop for one or two hours per day. Toward the end of the year, a training site opened at a local day care center. This position was two hours per day, three times weekly. Some of her responsibilities at the day care center were washing dishes, sweeping the floor, and participating in group activities with the small children.

The remaining students worked in the school's simulated workshop for one to two hours daily. Each student worked at various jobs at first until the staff had a better idea of their work habits. After awhile, a specific job was selected for them to perform regularly. Some of the jobs were collating six pages; pins and springs from Walter Windows; stuffing/unstuffing envelopes with two colored 3"x5" index cards; assemble/unassemble nuts, bolts, and washers; sorting of five different pieces; and bagging 2-10 items. In late September, volunteer jobs from various companies were secured. These jobs helped to motivate students by showing them the end result from their work. The staff showed the students where their work was to be returned to the companies. Some of these tasks were stapling a packet of seeds to a pamphlet, tearing open seed packages and dumping seeds, rubber stamping identifications on a booklet, and writing numbers and letters for baseball tickets.

On all the tasks done in the simulated workshop, production norms were taken by the teachers. The students were then charted daily on a graph to show the progress made throughout the year. Attending to task was also recorded once a week to show what percentage of time the student was working.

Throughout the year, each student showed significant improvement in all areas pertaining to work habits. At the beginning of the year, the students were not able to attend to task without consistent supervision by the teacher. After a few weeks, the students were trained to work at a job with little supervision. Most of the tasks done in the latter part of the school year could be accomplished with no supervision by most of the students in the simulated workshop.

The reinforcement system used at Lincoln gave the students a greater understanding of an end result from working. By teaching students to save their earnings to buy an item from the school store, some very important independent living behaviors were constantly being emphasized.

The vocational domain was the main emphasis at Lincoln this year, but experiences in the use of community, domestic living, and leisure/recreational skills were also programmed.

Community Functioning Domain

In the community living domain, the Secondary I class experienced going to the grocery store, learning to read the prices marked on each item assigned, and using a pictorial grocery list for several items commonly used. A number of times the aide would take the students to a local grocery store and have the students shop for items on a prepared list.

A local shopping center was also explored by the students. The teacher and aide had the students identify the different departments in the store. Usually the staff would buy some small items and let the student experience paying for an item and receiving change. Next year the Secondary I classroom plans to expand the training experiences in the community a great deal. For example, using a local laundromat, appropriate behavior in a restaurant, how to order from a menu, and several other community functioning skills would be trained on a regular basis.

Domestic Living Domain

An important domain for all students is domestic living. Several tasks experienced in domestic living may also be used at a vocational site. Three Secondary I students at Lincoln were responsible for lunch preparation daily. This involved setting up tables; counting trays; placing the straws, napkins, silverware, and milk in their appropriate areas; serving lunch with supervision of the teacher; and scraping trays at the end of lunch. Some of the students were also involved in cleaning the lunch area. The duties experienced at this time was dry mopping the floor, spot mopping with water, and wiping the tables.

Another area in this domain was the school laundry. One student was responsible for collecting, washing, and drying the laundry. Since the school laundry required no sorting, several teachers would bring their personal laundry for the students to experience sorting clothes properly.

Recreation Domain

In the area of leisure/recreation domain, bowling and skating were the two skills emphasized this year. The students went bowling once a week most of the year. A local skating rink donated time for Lincoln students. Another leisure time skill that the students enjoyed was latch hooking. The students made several latch hook projects in the past year to raise money for Special Olympics.

Finally, as an example of programmatic activity in the Secondary I classroom, a case study from the vocational domain is presented. This case study is representative of training efforts with all Secondary I students.

Secondary I Case Study

Chris is fourteen years old, brain damaged, and has an I.Q. of 45. Socially, he enjoys small and large group activities but often engages inappropriately with imaginary objects or people. He verbalizes phrases which tend to be inappropriate. This behavior interfered with his ability during a work activity. Chris can usually comprehend two- to three-step directions in a simple task. At the beginning of the 1980-81 school year, Chris worked one hour per day at Lincoln School in the simulated workshop. Chris worked on the simulated task of stuffing $3\frac{1}{2}$"x$6\frac{1}{2}$" envelopes with two different colored index cards. To start, Chris was given 50 envelopes every 12 minutes and was reinforced with a penny if he finished at the end of each time period. If Chris finished before the timer rang, he was immediately reinforced and started on another 12-minute period. At the end of five periods, if Chris still had time left in his one hour, he was given the chance to earn extra pennies. For example, if Chris had six minutes left in his one hour work period, he could earn one more penny if he completed half the amount given for 12 minutes.

Eventually, Chris was given 75 envelopes in 12 minutes and rewarded in the same way. His overall average for the school year was 405 envelopes in one hour. This is 84 percent of the normal rate taken by the teachers at the beginning of the year. A graphic display of Chris' work on this task is presented in Figure 10.

Conclusion

The Secondary I students benefited a great deal from the community/vocational training experiences. Many of these students acquired basic work and related skills that will contribute toward their success in the competitive employment experiences that are planned for them in the future.

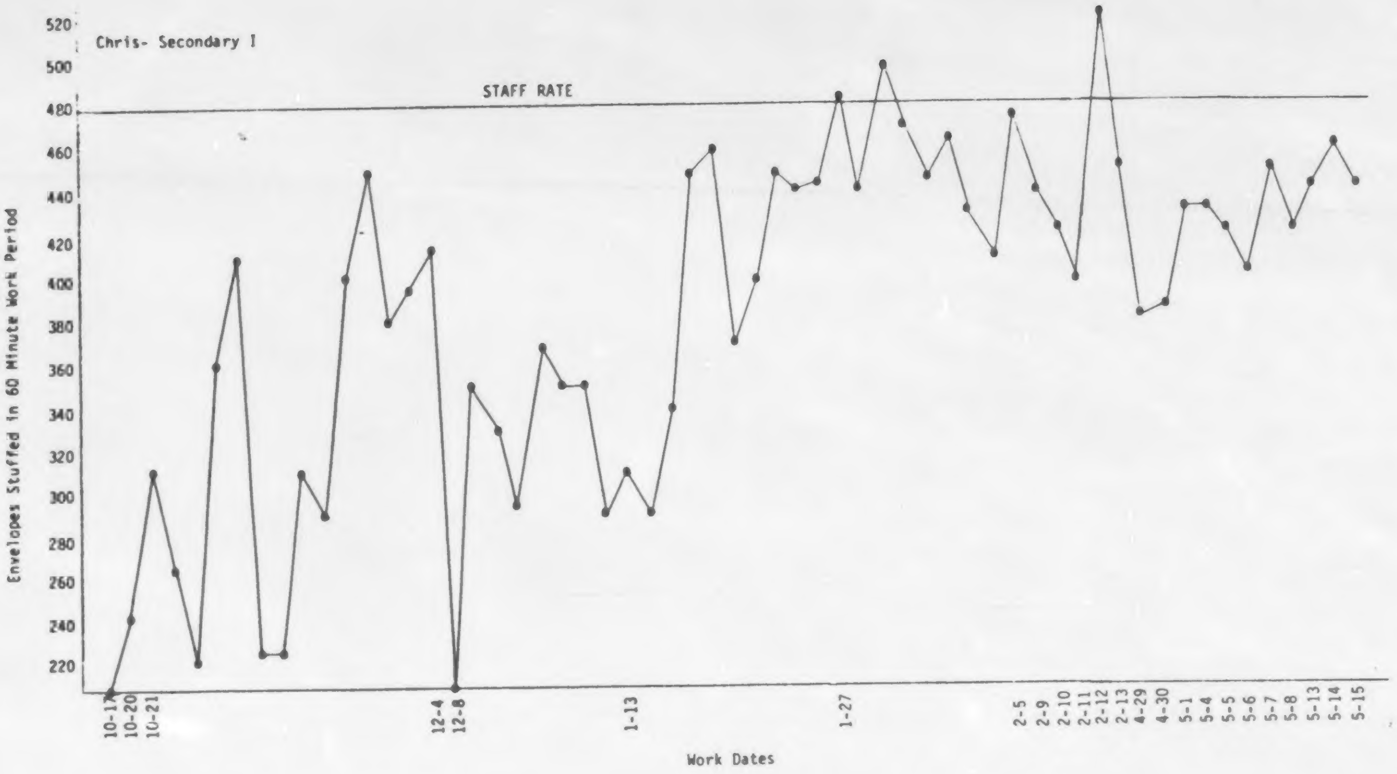

Figure 10

Chris' Envelope Stuffing in 60 Minute Work Period

Community/Vocational Training - Secondary Class II

By Jan Schultheis

Description of Students and Class Schedule

The students enrolled in the upper secondary class consisted of ten students: seven men and three women with I.Q.'s ranging from 36 to 55. The age span was seventeen to twenty-one.

The class schedule designated time each week for all students to participate in four curricular domains: vocational, domestic, community, and leisure. The class schedule for these students is presented in Figure 11.

Description of Job Sites

During the 1980-81 school year, ten community job sites were used to prepare students in vocational training. All job sites (except one) were located in the city of Clinton so the municipal transit system was available for transportation to and from work. Work time was generally scheduled during the morning hours with the exception of one janitorial site. The following list gives the name of each job site and specific job title used during the 1980-81 school year. (For a more detailed description of each job site, see specific skill list in Tables 1 through 10.)

	Job Site	Job Title
1.	W. Altee Burpee Company	warehouseman
2.	Clinton Community College	janitor
3.	Optical Shoppe	janitor
4.	Puss n' Boots	day care aide
5.	Swift and Company	tank washer
6.	Sambo's	dishwasher
7.	Mt. St. Clare College	kitchen aide
8.	Jane Lamb Memorial Hospital	housekeeper II
9.	Salvation Army	janitor
10.	Camanche High School	kitchen aide/table washer

Discussion

The community/vocational experience proved to be a learning opportunity with practical value for the students enrolled at Lincoln School. The students' competencies at various job sites were evaluated by the teacher and teacher aide. These observations included task analytic assessment of each student's performance on the job and employer observation. The students were not only observed gaining skills and the ability to complete a given job, but independent community mobility, overall maturity, and ability to deal with authority figures other than school personnel also greatly improved.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
8:00					
8:30	Community Vocational Work Experience	Community Vocational Work Experience	Community Vocational Work Experience	Community Vocational Work Experience	Community Vocational Work Experience (8 students) Leisure Skills/ Domestic Living (2 students)
9:00					
9:30					
10:00					
10:30					
11:00					
11:30	Community - bus to school	Community - bus to school	Community - bus to school	Community - bus to school	Community - bus to school
12:00	Lunch at Lincoln	Lunch at local high school	Lunch at local high school	Dom. Living - plan meal prep. jobs	
12:30	Cleanup voc. training	Cleanup voc. training		Cleanup voc. training	Cleanup voc. training
1:00	Money Skills One Student Shopping	Menu planning and grocery shopping skills (using com. bus)	First Aid	Domestic Living cooking/lunch cleanup	Leisure Skills
1:30			First Aid & P.E.		
2:00			Grooming & Gr. 1 sight wds. Gr. 2 or Target shop.		
2:30	Film/Hum. Rel.			P.E.	
3:00	Cleanup voc. training	Cleanup voc. training	Cleanup voc. training	Cleanup voc. training	Cleanup voc. training
1-2:30	Daily voc. training - 2 students				

Figure 11

Weekly Program Schedule for Secondary Class II

Vocational Case Study--Secondary II

The program of one student will be highlighted as an example of a training effort in the vocational area. The handicapping conditions of this woman included Down's Syndrome, a thyroid problem that is treated with medication, and 20/70 vision with glasses. This student was considered slow and too deliberate before the vocational training program. During transition periods in her schedule, she would often be observed to engage in many avoidance behaviors, such as getting her things in order, slowly putting on her coat, etc. She also appeared stubborn and hard to motivate, although she had been seen upon occasion to keep up with the group. Based on her performance on the Stanford Binet LM administered in 1977, the student achieved an I.Q. score of 30.

Setting. The program was conducted at a local college. The student was assigned to clean the faculty lounge which consisted of two restrooms (a men's and a women's), a small kitchen, and a lounge area. This job was to be completed Monday through Friday from 1:00 p.m. to 2:30 p.m. The ending time could vary, but due to the arrival of school buses at the end of the day, the client needed sufficient time to return to school. No breaks were provided during work time.

Materials. All materials needed to clean the faculty lounge were provided by the college. Items kept on a cart for the subject to use included: glass cleaner, lime spray, sun glow furniture polish, a small trash can connected to the cart, plastic liners for trash cans, a toilet brush, germicide, stay-glo, disinfectant, room deodorant, and clean rags for each type of chemical used. Other materials kept in the janitorial closet for the subject to use when needed were a vacuum cleaner, mop and bucket, paper towels, and toilet paper.

Baseline. During the two week initial instruction period, baseline data were recorded daily. No reinforcement was given while instructing the student. The cleaning sequence was systematically recorded on a data sheet regarding the subject's acquisition of skills. Responses were recorded as a (+) for the correct response, (v) for the correct response needing a verbal cue, (m) for the correct response needing a modeling cue, (p) for the correct response needing graduated physical assistance, and (-) for no response. Time spent on each task was recorded and graphed during the baseline and training phases. The teacher's aide was responsible for taking the data daily for each specific job sequence.

Summary of Each Phase. Four specific phases were implemented at various intervals after the baseline data were recorded. Phase I was implemented ten days after the baseline. This phase consisted of a modeling and a verbal praise technique in which the teacher's aide led the student through the entire job sequence with a hands-on method, forcing the student to increase her speed. Phase II, verbal praise in close proximity of the learner, was initiated ten days after Phase I because the student had increased her speed to norm rate. During Phase II, the student worked at the norm rate or better. Five days later, Phase III, nonconsistent verbal praise, was implemented. A new aide was

Table 1

Burpee Seeds
Warehousemen Inventory

Emptying Seed Packages

1. Take seeds package from tray
2. Rip in half
3. Stick finger in ½ and open with right hand
4. Put thumb and finger of left hand and hold package open
5. Hold upside down and put into seed box
6. Check package for extra seeds; if extra, repeat step 5
7. Throw away empty package
8. Continue

Putting Calendars in Envelopes

1. Get unopened box of calendars
2. Place on right of table
3. Pick up knife
4. Place left hand in back of knife
5. Put right thumb on knife button
6. Push button forward on knife
7. Holding knife, cut tape at top of box
8. Cut tape at left and right sides
9. Close knife blade (push in on button and back)
10. Pull box flaps open using both hands pulling in opposite directions
11. Place empty box to left, the long way up
12. Place envelopes at slight angle in front of worker. Flap facing worker
13. Take a bunch of calendars and place directly left of calendar box
14. Pick up 1 calendar with right hand
15. Hold envelope open with left hand
16. Slide calendar into envelope
17. Fold envelope flap over
18. Place envelope with flap down in empty box
19. Continue until calendar box is empty
20. Slide empty box to left
21. Carry completed box of calendars to pile
22. Put extra envelopes away

Labeling Scent Off Pellets

1. Carry box of pellets to table; place on left
2. Put empty box on its side on right of table
3. Pick up knife - open it; slit box on top
4. Tear box open pulling both sides in opposite directions
5. Take out some pellet boxes
6. Identify blank right corner on top of box
7. Put label on right corner on blank area
8. Complete another box in same way
9. Fit two boxes together by turning one upside down and one right side up
10. Fit into box
11. Continue until job is finished

Table 1 (cont.)

Opening Boxes - Labeling Items and Transferring to New Box

1. Using pocket knife, cut box along top
2. Using pocket knife, cut box along sides
3. Open box by pulling sides apart
4. Remove a few bags from box
5. Take label off sticky paper
6. Put label on bag
7. Put bag in empty box
8. Continue until all bags are labeled and put in new box
9. Find supervisor
10. Put box in designated area
11. Return to work area
12. Roll up labels

Labeling Scarecrows - 20 Per Package

1. Walk to label bin - match given label
2. Carry to table - set in middle
3. Get a box of scarecrows
4. Put on right of empty table
5. Push empty box to left of table
6. Pick up knife - push button in and slide to front
7. Cut off yellow straps off box
8. Cut down center of box (not too deep)
9. Cut sides of box; close knife
10. Pull box apart
11. Walk behind table; pull scarecrow box towards you
12. Tear off a bunch of labels off roll about 1 foot
13. Put a label on scarecrow
14. Transfer to empty box (it must be flat)
15. Continue until box is empty
16. Fold flaps in on new; fill scarecrow box
17. Carry over and put on skid
18. Pick up a new box of scarecrows
19. Continue

Table 2

Clinton Community College Faculty Lounge

Cleaning Restrooms

1. Pick up glass cleaner and paper towel
    a) Spray mirror
    b) Wipe dry, no streaks
    c) Replace it on cart
2. Pick up lime spray and rag
    a) Spray in sink (not too much)
    b) Wipe out sink; shine knobs
    c) Replace on cart with rag on top
3. Pick up sun glow furniture polish
    a) Polish front of counter and top
    b) Replace on cart
4. Check towel cabinets
    a) Replace towels if empty
5. Empty small trash cans onto cart
    a) Put new paper in ladies trash by toilet (bottom shelf of cart)
6. Get toilet brush and germicide from cart
    a) Put germicide in toilet - Purge
    b) Spray sides - inside with brush

7* Once each week find sailor picture
    a) Spray chrome behind toilet
    b) Stay-glo and return to cart

8. Pick up (blue) disinfectant spray
    a) Spray toilet seats - wipe
    b) Spray toilets - wipe
    c) Do doors front and back
9. Check toilet tissue. If empty, replace. (Don's closet)
10. Empty trash cans on cart - replace liners.
11. Spray back and front of doors - wipe.
12. Mop from closet
    a) Fill with water and floor soap
    b) Mop out both restrooms
    c) Return mop to closet - dump water
13. Spray room with disinfectant
14. Get vacuum out of storage. Bring to lounge
    a) Vacuum kitchen
    b) Vacuum lounge

Clinton Community College Faculty Lounge, Page 2

15. Return vacuum to room
16. Spray room; turn off lights
17. Return key to Bob Miller

Taking Cart To Faculty Lounge

1. Pick up key from Bob's Office.
2. Walk to janitorial closet - unlock door.
3. Make sure all cleaning bottles are filled.
4. Put a clean rag on top of each bottle.
5. Lock supply door.
6. Take cart to teacher's lounge.
7. Park cart in middle of women's bathroom door.

Table 3

The Optical Shoppe
Housekeeper Inventory

Dusting Shelves

1. Get rag and Windex from back closet.
2. Begin in front of building
   Dusting
   a. Move all frames from right corner shelf to left corner shelf.
   b. Spray right corner shelf and wipe off.
   c. Move everything from left top shelf to right top shelf.
   d. Dust left top shelf.
   e. Rearranged shelf as it was before.
   f. Continue with next lower shelf and finish all shelves.
   g. Return rag, Windex to proper place,
   get vacuum cleaner.
   h. Vacuum shop.
   i. Return to proper place.

Equipment needed: cart, clothes with pockets, rag, cleaner.

Table 4

Puss N' Boots Day Care Aide Inventory

9:00	- Join the circle - help kids with singing, pledge; keep kids in group.
9:30	- Snack. (Kids pass it out.) Stay with kids at table. Pass out juice.
9:35	- Clean up after snack: load dishwasher rinse put in strainer
10:00	- Group will split up; go with assigned group.
11:00	- Return to Lincoln.

Table 5

Swift Tank Washer Inventory

1. Get tank horse.
2. Slide under tank.
3. Crank horse up, moving level up and down.
4. Wheel to cleaning area.
5. a) If ice in tank, shovel out and put in tub.
   b) If pipe in tank, take it out and put in pipe tank.
6. Move handle on tank horse up and down.
7. Slide tank to it's side to let water drain.
8. Pick up green horse; (soap) Foam should be the consistency of shaving cream. (turn handles up), spray tank with it. If time allows, set 5 minutes.
   a) If something sticks, scrub with green pad to clean.
9. Return green horse. Shut off. Hold down to put back (avoid spraying up).
10. Pick up red horse. High pressure - low volume rinse.

    *Dangerous - could cut if close to it. Rinse tank thoroughly - shoot with handle!

    a) Inside of tank rinse.
    b) Rinse sides.
    c) Walk around tank to make sure all foam off.
    d) Put hose on hook.
11. Pick up blue hose (sanitizer, chlorine).
    a) Turn on by turning handle up.
    b) Clean tank.
12. a) Slide tank onto horse (tilt).
    b) Crank it up.
13. Wheel tank to clean area, either in cooler or in area for clean tanks.
14. Repeat.

Table 6

Sambo's Dishwasher Inventory

1. Get tub of dirty dishes and replace with clean tub.
2. Take out cups and put in pile.
3. Dump garbage into tub and stack plates into appropriate pile.
4. Put silverware in rinse water.
5. Dump out liquid out of tub.
6. Dump trash out of tub.
7. Rinse tub and put in stack below sink.
8. Squirt dishes to soak.
9. Unload next tub of dirty dishes (same way).
10. Put plates in stack and run through dishwasher (rinse if needed).
11. Cups in appropriate stack (depends on size).
12. Silverware run through twice.
13. Stack plates after run through water.
14. Put in appropriate place.
15. Keep area clean; put pots in sink on left and water to soak.
16. Run garbage disposal when time. Make sure no silverware is in sink.
17. Sort silverware after run through washer.
18. Run through again.
19. Put all dishes, glasses, etc., in appropriate place.
20. Always replace dirty dishes tub with empty tub for waitresses.
21. When floor is wet, mop it up.

Table 7

Mt. St. Clare Dishwasher Inventory

1. Get off bus at 4th Avenue North and Bluff.
2. Walk in front door.
3. Put coat in store room.
4. Get Windex and stainless steel cleaner under sink.
5. Start with windows on serving line and spray and wipe.
6. Use stainless steel cleaner. Start on right side of serving line. Do lids also. Complete job.
7. Put cleaners away.
8. Get bucket on shelf and rag out of drawer.
9. Go back to sink and fill it up with soap and water (push button for soap), warm water.
10. Turn on lights in cafeteria.
11. Start at table in right corner.
12. Wipe all tables; do by sections.
13. Wipe counter.
14. Dump out water.
15. Go to kitchen sink.
16. Remove all pots and pans from sink and put on cart to left of sink.
17. Rinse out all sinks.
18. Put small drains and stoppers in sink.
19. Put hot water and soap in first sink on left.
20. Put hot water in middle sink.
21. Put hot water and mikroklene in sink of right until water turns gold (fill at same time as sink 1).
22. Fill sink with soap with dishes (while water is running).
23. Wash dishes with green scratcher.
24. Rinse in sink 2.
25. Rinse in sink 3.
26. Stack on side (right) of sink upside down to drain.
27. Repeat.

Leave at 10:35

Table 8

Jane Lamb Hospital Housekeeper Inventory

1. Get off south branch bus at corner.
2. Walk in first door to janitor's room (employees only).
   a. get two mopheads 12" and 48"
   b. get two plastic bags
   c. put mopheads into one plastic bag
   d. get bottle of wall glide (pink) and glass cleaner (green)
   e. get two rags and put in pockets.
3. Take cleaners up to 4th floor. Put in janitor's closet.
4. Return to 1st floor, get mop handles, counter brush and dust pan.
5. Take up to 4th floor.
6. Put 48" mop head on dry mop.
   a. lay mop on floor.
   b. slide mop head onto mop.
   c. tie mop head on. Wrap around one time.
7. Begin to mop. Start on right side; keep mop angled.
   a. use leading edge of mop (where # is).
   b. touch walls with mop head and corners.
   c. shut doors and get behind them to mop.
   d. move trash cans and return to correct place.
8. Go down hall and come back on opposite side.
   *If necessary, move wheel chairs and go around them.
9. When finished, lightly sweep off mop with counter brush (out of the way).
10. Sweep up excess dust and dump in trash.
11. Take off mop head and put in bag - store in 4th floor closet.
12. Put mop head on 12" dry mop to do stairwell. Put plastic bag and counter brush in pocket.
    a. to do large area, begin with edges and get corners.
    b. then s-curve mop across.
13. To do steps, stand on step above the one you are dusting.
    a. mop long way across and sweep dust to lower step. Begin on right side of step and sweep left. Sweep dust to lower left. Then turn mop frontways and sweep corner again. Brush down. Then move on to next step.
    *If needed, use hand on mop to get dust in corners.
14. On each floor, sweep up dust with corner brush and dust pan. Sweep off dust mop. Continue to bottom.
15. Put mops in closet on 1st floor. Put mop head in a bag.
16. Get mop bucket and handle out of 1st floor closet; put dirty mop heads in laundry.
17. To change mop head, unscrew it and release lever; take mop out.
18. To put a new one on (get out of janitor's room), divide it in half and fix lever. Tighten screw.
19. In janitor's room, put two squirts of sandmaster 2 in the mop bucket; fill bucket up to the top of ringer (hot).
20. Take elevator to 3rd floor; leave mop equipment in stairwell.
21. Return to 1st floor; get 4 "wet floor" signs out of the janitor's closet.
22. Return to 3rd floor. Mop 4th floor walking up steps from 3rd to top of 4th and work way down to 3rd.
23. Put "wet floor" sign on 4th while at the door on 4th.
24. Take equipment on elevator to 2nd floor leave 1 "wet floor" sign.
25. Mop 3rd floor leaving "wet floor" sign on it.

Jane Lamb Hospital Housekeeper Inventory, Page 2

26. Continue to 2nd floor and 1st. Mop.
27. On 1st floor, dump water in janitor's room. Ring out mop.
28. Take mop head off.
29. Put in laundry.
30. Before putting bucket away, rinse and spray with window cleaner and wipe.
31. Put bucket and mop handle in closet by lobby.
32. Return to 4th. Pick up all wet floor signs on each floor, and store in closet on 1st.
33. Return to 4th. Pick up step 1 on next page if time; if not, check out.

Steps 1-4 only on swimming days

1. Use wall glide to wipe window sills and walls in stairwell.
2. Wipe doors with glass cleaner - 4th to 1st floor.
3. Return to 4th. Use wall glide to get spots on wall.
4. Window cleaner to do small windows, kickplates and door handles.

To check out:

1. Put mop handles in main closet.
2. Chemicals in janitor's closet.
3. Put rags in laundry room and dirty mop heads and dry mop heads.
4. Pick up "wet floor" signs and put away.

Table 9

Salvation Army Janitorial Inventory

Cleaning Gym

1. Pick up paper and throw away trash
2. Put chairs up
3. Put table up
4. Garbage
    a) take garbage out of trash cans
    b) wrap tie around it (in kitchen drawer)
    c) throw trash outside
5. Get a broom from rack
    a) sweep floor in kitchen, bathrooms, and gym
    b) behind both chair racks and move chair racks
    c) move card table - if boxes under it, move them over, too.
    d) sweep dust into pile
    e) get dust pan and small brush
    f) bring trash can over by you
    g) sweep up extra trash
    h) throw in trash can
    i) return boxes under card table
6. Get mop bucket and mop and brown bucket - wheel to kitchen
    a) fill brown bucket with hot water 2 times and put in mop bucket
    b) put in 1 squirt of mox and return to below sink
    c) mop floor in kitchen/bathrooms and gym. Finish
    d) long mop on proper hook so it will drip in bucket below it.
    e) wheel mop bucket outside and dump
    f) return to closet
    g) lay rug out in front of entrance
    h) if extra tracks, mop up those and hang mop up
7. Wipe baseboards
    a) fill brown bucket with hot water and 1 squirt mox
    b) wring out rag
    c) wipe baseboards along gym wall
    d) move furniture if necessary

Cleaning Classrooms

1. Get broom, dustpan, rag and water can
2. Put up chairs
3. Sweep out rooms and steps
4. Empty trash in can and empty it
5. Get mop and bucket - 1 squirt mox - fill kettle with water and fill bucket

Salvation Army Janitorial Inventory, Page 2

6. Mop out steps behind chapel and classroom floor
7. Put chairs back

Cleaning Office

1. Dust window sills
2. Sweep out
3. Mop out

Cleaning Restrooms off Gym

1. Get toilet bowl cleaner - downstairs
2. Clean toilets - men's and women's
3. Sinks
4. Empty trash

Cleaning Chapel

1. Go to store room. Get broom, dustpan/fill can with water and rag out of drawer.
2. Take cleaning supplies to chapel. (Pick up papers - throw away)
3. Dust
   a) balcony furniture
   b) pews
   c) railings
   d) podeum
   e) shelf in back of room
   f) window sills and ledge around room
   g) shelves in nursery
   h) chairs in nursery
4. Sweep out balcony. Move furniture and drum and sweep out around pews. Put dust in dust pan.
5. Sweep out nursery. Put dust in trash.
6. Get carpet sweeper out of closet. Sweep chapel; return to closet.
7. Dump trash behind building in dumpster. Return can.
8. Return rags and broom, dustpan to store room.
9. Get mop from store room and bucket. Take to kitchen.
10. Fill bucket with 1 squirt Mox. Fill kettle from stove full. Pour in bucket.
11. Pull mop and bucket to stairs. Carry bucket up stairs. Carry mop up stairs.
12. Mop out nursery, chapel, and then balcony.
13. Rearrange chairs in balcony.
14. Carry water down stairs and dump out behind building.
15. Return mop to hook.

Table 10

Camanche High School Kitchen Aide Inventory

Sorting Silverware

1. Take silverware out of bowl and put on counter.
2. Put forks in one tray and spoon in other.
3. Sort silverware.
4. Put extra silverware in white cylinders kept under sink.
5. Put on tray for Vera to run through dishwasher.
6. Wipe counter; put extra water into sink.

Wrap Silverware

1. Put spoon on napkins at an angle on right.
2. Roll once two times.
3. Fold bottom up at triangle.
4. Continue to roll until finished.
5. Put silverware on tray upside down.
6. Continue.

Dishes

1. Walk in - put on apron.
2. Take dishes off tray and wipe trays.
3. Stack in front upside down.
4. Return to spot and continue.
5. On student plates, let drip dry and stack sideways on cart next to dishwasher.
6. Carry empty dish tray and put under person washing dishes.

Wiping Tables

1. Take bucket of water.
2. Set bucket on chair and begin with table on far right in front.
3. Wring out rag well.
4. Put rag in center of table where it is divided in half.
5. Use whole rag.
6. Wipe table back and forth starting from center and working towards yourself. Brush crumbs on floor as you wipe.
7. Wash other half of table the same way.
8. Shake out rag.
9. Put rag in bucket.
10. Put chair upside down on top of table.
11. Continue down row, up middle row, and down first row. Start on side of table facing design.

Wiping Long Tables

1. Wipe in half circles on each half of the table.

also introduced at this time who recorded job completion only 25 percent of the time it was performed during the 90-minute period. Phase IV consisted of teaching the student to self-administer reinforcement on a fixed ratio. If the student completed the job in the given allotment, she would reinforce herself after she returned to school with a star. When she received a given amount of stars, she would trade them in for a Coke on Wednesday with the teacher.

Results. The use of an incentive program proved to be very effective in increasing and stabilizing the student's work rate. During the baseline, the student's work rate was quite slow. With teacher aide proximity and verbal praise used in Phase I, the student was capable of performing at norm rate or better, while gaining proficiency of the job sequence. When Phase II was implemented, the student's work rate declined, indicating that the new aide, on an infrequent reinforcement schedule, was not motivating her to continue to work at a faster rate. With the implementation of Phase IV, the self-administered reinforcement schedule, the student's rate increased exceeding the norm rate consistently with 100 percent quality.

As a result of this program, the student was also observed to be more willing to comply with teacher requests outside of the job setting. Her effort to keep up with the group on community mobility trips also appeared to be more frequent.

Overall Results of Secondary II Program

Project Lincoln proved to be very effective in terms of teaching the upper secondary students functional skills needed to work semi-independently in the natural community environment. As a result of the program, a total of 2,718 hours were spent by the students in community/vocational training.

The students grossed approximately $4,756.50. Some students received no pay for their training. The highest paid student received $4.00 an hour. The average wage per hour was approximately $1.75.

At the present time, one woman graduate is employed part time as a kitchen aide at a local high school and part time at the sheltered workshop. Two other students are full time employees of the sheltered workshop. One male student has been employed full time as a tank washer at a local meat processing plant.

CONCLUSION

Project Lincoln affected all aspects of the program at Lincoln School. The responsibilities of teachers and aides were expanded to include more community/vocational training activities. Further, all students in the program benefited by being given the opportunity to participate in community/vocational experiences. Significant accomplishments of the project included:

1. A simulated sheltered workshop was established for school-based vocational training.

2. Several school-based job training stations were established in the service occupation area.

3. Primary age students were involved in consistent vocational training experiences for approximately 30 minutes a day.

4. Intermediate age students were involved in vocational training experiences for approximately one hour a day.

5. Secondary age students were involved in vocational training experiences for approximately two hours a day.

6. Ten community job sites were established for vocational training.

7. Job skill inventories were developed for each job site.

8. All students were involved in several community training experiences.

9. Ten students in the Secondary II classroom were involved in competitive employment experiences in the Clinton community.

10. Students performed volunteer tasks for several community agencies.

11. Meetings were conducted with rehabilitation personnel for the purpose of interagency planning.

12. A parent meeting was conducted to inform them of a change in curriculum emphasis.

13. Performance information was collected on a regular basis for all students.

The above accomplishments are but a few of the changes that were implemented through Project A.M.E.S. technical assistance.

Chapter 4

PROJECT STEP: Student Training Employment Program Ottumwa, Iowa

Edited By:
Paul Bates, Ph.D.

Contributing Authors:
Sue Ann Morrow
Linnea R. Ness
Pat Ferrell
Mary Ann Frommelt
Johanna L. Hable
Paul Kiberz
Shawn Sullivan

Chapter 4

INTRODUCTION

By Sue Ann Morrow

During the 1979-80 school year, it became apparent to the staff at the Smith-Warren School in Ottumwa, Iowa, that the program's curriculum was not preparing students in the best possible way for a more independent life in the community after graduation. Although the school used a mobile trailer for vocational training activities, the staff felt that this setting could be used more efficiently and that the activities within this setting could more closely relate to meaningful employment in the community. Further, virtually all instruction occurred in the classrooms with minimal emphasis on teaching community living skills.

The staff's awareness that a change in curriculum emphasis was needed stems in part from an inservice presentation by Ian Pumpian, a doctorial student from the University of Wisconsin, Madison. In this workshop, Mr. Pumpian presented material regarding the community/vocational training model that was being used with moderately and severely handicapped students in the Madison Public School System. This workshop stimulated the staff's enthusiasm for changing the emphasis of the school's curriculum.

During the summer of 1980, the opportunity to capitalize on this enthusiasm was created when the Smith-Warren School was invited to be one of four technical assistance sites in Iowa to be involved in replicating aspects of Project A.M.E.S. The staff and the superintendent of schools in Ottumwa were supportive of this initiative. The potential benefits for students, staff, and the Ottumwa community were quickly envisioned by all those involved.

In August of 1980, the Smith-Warren staff and select staff members from the Area Education Agency (AEA) attended a two-day workshop to learn about Project A.M.E.S. and to develop a plan to replicate many aspects of this project in Ottumwa, Iowa. The first sessions of the workshop consisted of a presentation of the philosophy of Project A.M.E.S. and the procedural steps taken to develop the project. The later sessions were devoted to having all schools devise the goals for their project.

To develop goals, the Smith-Warren staff had to initially select realistic expectations for the Ottumwa community and identify the number of staff members to be involved. Setting realistic goals on the basis of the availability of staff, receptivity of the community, and skill level of the students was considered an integral part of developing the school's project. After considering all of these variables, the staff identified several program objectives. These objectives were formalized in the Technical Assistance Working Agreement that is presented in Figure 1.

1. By September 1980, we will schedule a daily vocational work period for:
    a. ages six-twelve for 30 minutes
    b. ages twelve-sixteen for 1 hour
    c. ages sixteen-twenty-one for 2-3 hours
2. By January 1981, we will collect data once per week on each student.
    a. By the week of September 2, we will begin data collection of on-task behavior.
    b. By December 1980, we will begin data collection of acquisition behavior.
    c. By January 1981, we will begin data collection of production behavior.
3. By November 1980, we will have planning meetings with 5 outside agencies.
    a. TENCO
    b. Vocational Rehabilitation
    c. Department of Social Services
    d. Crest Home
    e. Center of Hope
4. By November 1980, we will conduct a parent survey.
    a. By September 12, we will formulate the survey.
    b. By September 26, we will disseminate the survey.
    c. By October 6, we will provide a follow-up mailing for the survey.
    d. By November 1, we will analyze the survey.
5. By March 1981, we will conduct 3 community information/awareness meetings.
    a. By October 1980, we will meet with Smith-Warren P.T.A.
    b. By November, we will meet with the Chamber of Commerce.
    c. By March 1980, we will speak to the Council for Exceptional Children.
6. By December 1980, we will conduct 10 job skill inventories.
7. By December 1980, we will place 6 students in a daily community vocational position 2 hours per day.

8. By December 1980, we will establish 1 school housekeeping/janitorial job site at Smith-Warren School.
9. By December 1980, we will perform in-school volunteer tasks for 4 agencies.
10. By May 1981, we will estaglish a simulated work/bread center.
11. By May 1981, we will conduct a community needs assessment.

We have read this working agreement and agree to work toward meeting all of the responsibilities included. If either party (DPI or School Program) develop reservations about any of the content, this agreement can be revised upon notification of such a desire.

Principal/Consultant - Sue Ann Morrow

Teachers - Paul Kiberz - Adolescent SPH
Mary Ann Frommelt - MMD
Shawn Sullivan - MMD
Johanna L. Hable - MMD
Pat Ferrel - Primary SPH

Work Experience Instructor - Joyce A. Williams

Support Services - Linnea R. Ness, Speech Division

DPI Consultant - Steve Maurer

Technical Assistance Consultant - Paul Bates

Figure 1

Technical Assistance Working Agreement

The outcome of the initial two-day workshop was the establishment of the Working Agreement and the formation of Project STEP (Student Training Employment Program). In this chapter, the community/vocational training activities of the classrooms at Smith-Warren School are described. These descriptions are followed by discussions of additional components of Project STEP. These include competitive employment training in motel housekeeping, functional communication instruction, and community public relations. Finally, general results of the project are summarized and significant accomplishments are discussed.

Primary Severe/Profound Classroom

By Pat Ferrel

Description of Students

The Severe/Profound primary level class was comprised of between three and five students during the 1980-81 school year. As the year progressed, one student was added and two students were transferred to other classes. The students ranged in age from five to twelve. Primarily, the community/vocational training activities that were conducted in the 1980-81 school year involved the four students who remained in the class for the majority of the school year.

In the area of communication the classes language skills ranged from nonverbal students to one individual with a vocabulary of fifty signed or spoken words. All students in the class were ambulatory. On the basis of informal developmental assessments, mental ages of the students ranged between zero and three years of age.

The staffing for this class included a teacher and full-time aide. During the time when six students were in the class, another full-time aide was employed. Throughout the school year volunteers from the high school or community were used to assist the students on an occasional basis.

Vocational Schedule and Training Activities

A daily work period was scheduled in the classroom from 11:40 a.m. to 12:10 p.m. One of the students was given an extra 15 minutes of vocational training on the task of towel folding. This training occurred in the school's vocational trailer or the classroom and was conducted by a variety of different teachers and aides. As the year progressed this student took over responsibility for an in-school laundry job consisting of washing and folding clothes. This student was able to complete this task independently with occasional assistance from a supervisor. Different adult-student ratios were used for vocational training as the tasks and child's needs indicated. Usually, one adult worked with the two younger students, and the other worked with the two older students.

Instructional goals during work time included the acquisition of new vocational skills and work-related behaviors. Example goals are as follows:

1. attending to task
2. working quietly
3. working consistently
4. working without assistance
5. task completion
6. working with speed/accuracy

The vocational tasks used in training activities basically involved assembly, folding, packaging, matching, inserting, and sorting by any combination of color, shape, and size. Examples of such are:

1. sorting silverware
2. folding paper with a jig
3. folding towels
4. sorting papers
5. sorting metal pieces (washers, bolts, nuts)
6. packaging/using various size plastic pegs
7. stapling
8. assembling plastic plumbing pipes
9. sorting clothing
10. filling fast food silverware bags
11. assembling flashlights
12. assembling nuts, bolts, washers/turn-screws
13. inserting brads into a collander
14. stamping dates/# on paper
15. puzzles involving shape and size variation
16. grasping and placing peabody chips in boxes

Social praise and tangible items (e.g., money, food, etc.) were used with the students as reinforcers. These students were able to use the school store to purchase tangible items with money (i.e., pennies) earned during vocational activity.

One of the students in the class had a difficult time following the school routine. In September, the student averaged three temper tantrums a day. These included hitting self and others, throwing items, kicking furniture, and yelling. Tantrums seemed to be associated with structured activities where demands were made upon the student. Work time, being very structured, invariably brought about a tantrum. The tantrums lasted from ten to thirty minutes and disrupted the entire class. If this student was to ever become a good employee, these behavior problems needed to be controlled.

By the middle of January, the student was having only one tantrum per week, and by mid-May, only one tantrum per month. If the student had not become adjusted to performing in a structured situation, the transition at a later age might have had some drastic and far-reaching results. Now, the student will have the time and opportunity to meet the demands of a job with more positive outlook.

Community Training Activities

Community training did not involve all students until January of the year since one of the students was not allowed to go off the school grounds. However, bi-monthly trips to fast food restaurants, parks, and lumberyard were scheduled prior to that time for those that were allowed to leave the school.

In January, a decision was made that each class should pick one community location to visit weekly for training purposes. These weekly training experiences were to continue for at least two months. Competency checklists were developed for each community training site. In the primary severe/profound class, the Hy-Vee grocery store was selected for weekly training experiences. Transportation to and from the grocery store was provided by the teacher in her car. A 1:1 or 1:2 adult/child ratio was used for all community training activities.

Classroom activities related to community training objectives included coming and stopping to a verbal command, identifying fruit and vegetable items, picking an item up and giving it or placing it on request, learning to walk with an adult without touching, and opening cans to relate the pictures on the label with the food contents.

The competency list used for the grocery store evaluation and training is presented in Figure 2. Instruction for each student consisted of an individualized set of objectives from this competency list.

One positive outcome that occurred since January as a result of the consistent community training was that a student learned to stop immediately following the teacher's verbal cue. Stopping in response to a verbal cue that is presented by itself is important since when people say "stop", they are usually behind you, and other nonverbal indicators, i.e., hand gestures, are not visible. With classroom instruction, this student progressed to where he was stopping upon verbal command 15 to 20 trials. However, this student seemed not able to generalize to nonclassroom activities. After instruction in the Hy-Vee Grocery Store parking lot where entering the store became contingent on stopping on command, generalization began to occur.

By conducting instruction in the community, the relevance of specific training goals is highlighted for both students and teachers. In this case, the natural contingencies of the situation facilitated the acquisition and generalization of an important community skill i.e., compliance to adult instructions.

A. Correct car behavior

1. getting in car by:				
a. sitting down and swinging legs in				
b. stepping in car with one foot and sitting				
2. leave seat belt on while car is running				
3. leave dash, steering wheel, keys, windows, and locks alone while car is running				
B. Parking lot				
1. waiting by car till everyone has exited				
2. stopping on verbal command				
C. In store behavior				
1. get basket				
2. staying "with" an adult/or pace one's self to "slow"				
3. if pushing basket:				
a. hold on				
b. watch where basket is going				
4. choose items:				
a. adult points to item, child picks up with assistance				
b. adult points to item, child picks up without assistance				
c. adult shows object to child, child matches				
d. adult gives a picture of item to child, matches				
e. wait in check-out line without taking items from displays				
f. give money to cashier				
g. carry groceries				

Figure 2

Competency Checklist for Community Grocery Store

Primary Moderately Disabled Classroom

By Johanna L. Hable

Class and Student Description

The primary moderately disabled class at Smith-Warren School went through many changes during 1980-81. The students were assigned a new teacher, the average chronological age of the students shifted from 9.1 to 7.8 years, and the class size fluctuated from 6 to 10 students. The gain in student enrollment was the result of two five-year-old students moving to the class from the preschool and another moderately disabled class and by a student moving to the district. These gains in enrollment were offset by the movement of one student out of the district and advancement of the intermediate moderately disabled class by three students. The age range of the students was from 5 to 15. A full-time aide was employed in this class at all times.

The information presented in this section regarding the community/vocational training activities in the primary moderately disabled classroom primarily deals with the six students that were registered during the month of May, 1981. These students consisted of four females, ages seven, eight, ten, and eleven and two males, ages five and eleven. These students had been in the classroom since at least November, 1980.

The students' intellectual functioning was in the moderate range of retardation according to the AAMD standards. One student (female, age eight) used an alternate mode of communication--signed English. Each of the other students was able to speak, although language was severely delayed in each. Single words or two- to three-word phrases were used spontaneously by all students (verbal or sign).

Each of the students received occupational and speech therapy four of the five days a week in groups of three. Physical therapy was provided bi-monthly to four students. The physical therapist was also available for consultation with the classroom teacher. Physical education and music were offered on the same day, alternate days of the week.

One student (female, age eleven) was integrated into a neighboring elementary school for lunch, noon recess, music, and PE. This student also learned to walk to and from school independently, a total distance of .2 miles one way. This was considered a significant step toward more independent functioning for this child.

The class schedule consisted of the following:

8:30 - 8:55	breakfast individually chosen table activities (puzzles, etc.)
8:55 - 9:25	older students' "work" period younger students' "class" period
9:25 - 9:55	younger students' "work" period older students' "class" period
9:55 - 10:20	music class in room with teacher or in music room with music/PE teacher
10:20 - 10:40	juice/recess
10:40 - 11:05	younger students' OT/ST older students' language or worksheets
11:05 - 11:30	older students' OT/ST younger students' language or worksheets
11:30 - 12:00	students' lunch
12:00 - 12:30	students' recess teachers' lunch
12:30 - 1:00	toothbrushing, other self-care, "Electric Company" aides' lunch
1:00 - 1:20	group activities/games, etc.
1:20 - 1:40	PE with gym teacher or gross motor activity in classroom
1:40 - 2:30	Monday------swimming (12:30-2:30) Tuesday-----cooking Wednesday---art Thursday----scouts--boy/girl alternate weeks Friday------movie/filmstrip
2:30	dismissal

Vocational Training Activities

The "work" period consisted of age-appropriate tasks in which on-task behaviors, fine motor skills, and "good work" habits were taught. At the beginning of the "work" period, each student was required to find his/her time card. On this card, the students traced or copied their first name. No student was able to add the date and work times on the time card. One student received graduated physical guidance to trace his name.

To facilitate the collection of student performance information for each student on vocational and other classroom skills, the teacher and the aide alternated responsibility for these tasks. During the final month of school, the students in this class were involved in vocational work periods of an hour in length. This was a great accomplishment in terms of increased persistence on vocational tasks by younger students.

The range of vocational activities provided in vocational work periods was expanded throughout the year. Early in the year, few vocational tasks were available and the students needed to gain basic work skills. Therefore, initial training priorities involved teaching students to perform familiar tasks and to work at one table in the classroom where no other activities took place. Later as skills developed and as work materials were procurred, the range of tasks increased.

The vocational activities in the class were divided by difficulty, each student being exposed to simple tasks, and meeting production standards with them before progressing to tasks of greater complexity. Tasks included skills such as sorting, matching, folding, assembly, disassembly, packing, unpacking, stapling, collating, assisting staff members, etc. Each of the above skills had many subsections. For example, sorting was done by two colors, three colors, etc., up to 18 different colors. Additional work tasks were also analyzed into different levels of difficulty. A list of vocational activities is presented in Table 1.

Table 1

Vocational Activities in Primary Moderately Disabled Classroom

1. sort--easy

    - farm animals
    - plastic animals
    - 1" cubes
    - large beads
    - teddy bears
    - seeds (2)
    - beans (4)
    - assorted color/materials
    - alphabet avalance by color
    - plastic alphabet by color
    - tree sorts by color
    - 1 size brass fastener/1 size paperclip
    - 2-5 colors peabody chips
    - formes abadques to 5 colors

2. sort--difficult

    - formes abacus, 10 colors
    - small wood pegs, color
    - 2 sizes paperclips
    - 2 sizes brass fasteners
    - Montessori sort box--fruit, colors
    - buttons--by color, size
    - pegs, blocks, or beads by two sizes

3. sort--very difficult

    - formes abacus, 10 shapes
    - 3 sizes paperclips or brass fasteners
    - Montessori sort box--faces or numbers
    - alphabet avalanche--find letters in name
    - tree sorts--textures

4. fold

    - towels, wash cloths, hand towels
    - paper (1/2 and 1/3-trifold)

5. staple or paper punch

    - practice random placement
    - specific--in circle or rectangle
        - --with use of jig
        - --independently

6. assemble

    - chunky nuts
    - bolt board
    - nuts/bolts/washers
    - C-joints
    - redi-bolts

7. insert

    brads into collander holes
    letters into envelopes

8. string

    1" beads
    small beads
    straw lengths

9. clothes pins on:

    bowl
    box
    to each other

10. collate

    two sheets
    three sheets

11. package

    scrapers
    anything into bags

Data were collected on each student in relation to the percentage of a ten-minute work period that was spent "on-task". On-task was defined for these students as "student's head oriented towards task, hands directly involved with task, body in proper position for completion of task, and vocally quiet." Data were collected every 30 seconds during the 10-minute period. These data were collected a minimum of one time per week when the student was in attendance. When students were being observed, teacher-student interactions were minimized. Therefore, familiar, not new, tasks were assigned to students on their day for data collection.

The on-task observations of student work behavior revealed that all students made progress from the beginning of the year to the end. Table 2 provides the reader with a summary of the behavior change noted in the six students.

Student #2 made the greatest overall increase in on-task rate, however, this same student had the lowest baseline performance and final performance. Subjectively, this student's on-task percentage was viewed as quite good in comparison to his overall rate of activity and completion of tasks in other areas. This student began work in three-minute periods. As work tolerance grew, the vocational periods were gradually extended to 30 and then to 60 minutes. Complexity of work tasks was increased as well during this same time period. This student, as all the others, had many days of 100 percent on-task performance during the school year.

Community Training

Community training for this group was begun in September, 1980. The class left the school grounds each Thursday a.m. from 10:40 a.m. to 11:30 a.m. This time was chosen since speech and occupational therapy services were not available on that day. Throughout the first semester, the class experienced a variety of situations, including a drug store, cafeteria style restaurant, fast food restaurant, two separate grocery stores, several parks, etc. Transportation was provided by the teacher and aide in their private cars. When the class had 10 students, another member of the staff (secretary or principal) also assisted with supervision and training.

In the second semester, the parents of the students were given a choice regarding which grocery store chain the class should visit for the next nine weeks and which two fast food facilities. Four community training visits were made to each of these sites. Since all students had good skills of riding in a car and were learning to buckle seat belts, these items were not included in the basic competency checklists for the community training sites.

Table 2

Average On-Task Percentage At Beginning and End of 1980-1981 School Year

	Beginning of Year	End of Year
Student #1	74%	90%
Student #2	60%	85%
Student #3	85%	94%
Student #4	88%	90%
Student #5	93%	100%
Student #6	90%	98%
TOTAL AVERAGE	82%	93%

AVERAGE GAIN $\boxed{11\%}$

Prior to the class going on the weekly visit to a community facility, the "class" session for that day emphasized the needed skills. For example, the students practiced money skills, such as giving the correct amount and waiting for change. On other days, the students practiced finding the chosen items within the store and verbalizing the sequence of events needed to shop.

The students used a "dollar more" program for giving the correct amount of money. This program did not stress the specific counting of change, but rather emphasized teaching the student to listen to the checker state the total to be rendered, taking that many single dollar bills plus one more for any change and giving it to the checker. If the checker repeated the amount or otherwise asked for more money, the student was taught to give one more dollar bill. For example, if the amount was $2.56, the student gave two singles plus one more, then waited for the change. An example competency checklist for community training is presented in Figure 3.

Conclusion

Many benefits have been noted since the beginning of Project STEP with the young group of students. However, there were several parental concerns that needed to be addressed from time to time. This was the result of the classroom changing from an academic emphasis to a community/vocational emphasis. Throughout the year (1980-1981), academics continued to be taught but were presented through functional activities. By the second semester, most of these concerns were alleviated through better understanding of the program's goals and priorities.

The future year (1981-1982) again will bring many changes to this group. Two five-year-olds will join the group, and the class will move to an elementary school with nonhandicapped students. This move will facilitate greater integration of all students in the Ottumwa community. However, this program change has again caused parental concern. However, all staff are confident that these fears will be alleviated as parents begin to witness the success of the program.

Teacher: Hable
Student's Name: #1 Date: began 1/8
Environment: South Hy-Vee
Instructional Cue: 1

TASK COMPONENTS

Program	#		1/8	1/15	1/22	1/29	2/1	2/8	2/15	2/22	3/5
walk across parking lot safely	1		2	2	2	1	2	1	1	0	0
enter "in" door	2		2	2	1	1	0	1	0	0	0
stay to right side of hall	3		2	2	2	2	2	2	1	1	1
cross to left side	4		2	1	1	1	1	0	1	0	0
get 1 cart	5		3	3	3	3	3	3	3	3	3
lower cart basket	6		3	2	2	2	2	2	2	2	2
push cart past service area	7		3	3	3	3	3	3	3	2	2
stay to right side of aisle	8		2	2	1	2	1	1	1	2	1
decide to go straight-	9		3	1	2	2	1	1	1	1	1
preceed w/step #9											
or go left-go to step #14											
push cart down aisle #1	10		3		2		1		1		1
aisle #1-stop to get:	11		2			1					
baking item				2							
butter								1			
milk			2								
at end of aisle #1 turn left	12		2	2					2		
decide to go straight*	13										
precede to stop #14											
or turn left (aisle #2)											

TASK COMPONENTS

#1
NAME

CODE: 0-independent 1-verbal assistance 2-physical assistance 3-unable to do. not applicable

Figure 3

Competency Data Sheet for South Hy-Vee Grocery

Teacher: Hable
Student's Name: #1 Date: began 1/8
Environment: South Hy-Vee
Instructional Cue: 1

	Program	#		1/8	1/15	1/22	1/29	2/1	2/8	2/15	2/22	3/5
	precede to step to #16											
TASK COMPONENTS	head cart across store to	14		3		3		3		2		2
	desired aisle											
	at desired aisle-turn cart	15		3	3	2		2		1		1
	down aisle											
	at desired aisle stays to right	16					2		1		1	
	& stops at lined item	17										
	oranges, other fruit							1		1	1	0
	corn, other canned vegetables						2	1				
	packaged bake goods								1			
	crackers, chips, etc.						1					1
	soup								1		0	
TASK COMPONENTS	puts item in cart appropriately	18		3	3	2	2	2	1	0	0	0
	uses shopping list appropriately	19		3	3	3	2	2	2	2	1	1
	push cart to front of store	20		3	3	3	3	2	3	2	2	2
	go to open occupied check out	21		2	2	2	2	2	2	2	2	2
	push cart into position	22		3	3	3	3	3	3	3	2	2
	listen for checker to say cost	23		2	2	1	1	2	1	1	1	1
	give money in dollar & cents	24		2	2	2	2	2	1	1	1	1
	get coin change from receptacle	25		2	2	2	3	2	2	2	1	1
	pick up bagged groceries	26		2	1	1	1	1	1	1	1	1
	walk to exit door	27		2	1	1	1	1	1	1	1	1
	exit "out" door	28		2	1	1	2	1	1	1	2	1
	walk across parking lot safely	29		2	2	2	2	1	1	1	1	1
	TOTAL FOR DAY											

NAME #1

CODE: 0-independent 1-verbal assistance 2-physical assistance 3-unable to do, not applicable

Figure 3 (cont'd)

Secondary Severe/Profound Classroom

By Paul Kiberz

Class and Student Description

The secondary severe/profound class at Smith-Warren School consisted of two male students, ages fourteen and sixteen and three female students, ages fifteen, seventeen, and eighteen. An aide was in the classroom at all times. All students were residents of the Ottumwa School District with the exception of one boy, who was from a neighboring community. All students were ambulatory, with the exception of a fifteen-year-old girl who was confined to a wheelchair.

For all five students, mental retardation was the primary handicapping condition. All students were classified as severely/profoundly handicapped. No major physical deficits interfered with the students' performance. One sixteen-year-old boy occasionally exhibited aggressive behavior; however, this behavior was no longer displayed at the end of the year. The students did not engage in frequent stereotypical behaviors. All students had been in a self-contained program for severely/profoundly handicapped for the past five years.

Communication levels of the students varied a great deal. The oldest girl was very adept at signing her basic needs. Another individual made use of a picture book, along with one-word utterances as her means of communication. Others in the class combined one- to two-word vocalizations along with the gestures to make their needs known.

All children were functionally independent in the toileting process. Self-help skills such as hand washing, hair combing, toothbrushing, and personal hygiene were an integral part of each student's program. A concentrated effort was placed on instruction in prevocational, domestic, and community mobility skill areas.

Vocational Training

When Project STEP was initiated in the fall of 1980, scheduling a vocational work period became an important goal. The students were initially placed in the school's simulated workshop for one hour daily with no "break time". In previous years, these students had not been in a structured work setting for any length of time. The major emphasis in the early stages of the vocational program was to increase work tolerance, develop the "work ethic", and work towards eliminating any interfering behaviors.

At the end of the school year, the students spent two hours daily in vocational training in a simulated work environment, referred to as the "vocational trailer." This particular unit was used solely for vocational activities. The students were required to punch a time clock when they began and ended their work day. All the students in this class learned to locate their time card, but two individuals needed some physical assistance in actually putting the card in the clock. The vocational trailer was the setting in which most of the students spent their two hours of vocational training. The vocational training in this setting was divided into two one-hour work periods, each separated by a 15-minute break. Two additional training sites were developed in the school in the laundry and housekeeping areas. Two of the girls in this class reached criterion on the skills required to perform the in-school laundry job.

Supervision in the vocational area consisted of at least one teacher, an aide, and usually a volunteer. Due to the fact that staff schedules had to be manipulated so that training on community job sites could be accomplished, the student-staff ratio was, at the minimum, approximately 8:1. When students were placed on jobs in the community, one teacher was responsible for that particular job site. This teacher was the trainer, primary contact person, and evaluator of the students placed at that site.

During the year, the classroom teacher of the severely/profoundly handicapped supervised a moderately disabled student at a community training site for three half days a week. No students in the secondary severely/profoundly handicapped class were involved in job sites in the community. While the teacher was training the moderately mentally disabled student, his students were in vocational training activities at the school workshop.

All the students in the secondary severely/profoundly class spent two hours each day working in the vocational trailer. Much of the emphasis was placed on task acquisition, production rate, and on-task behavior. Each student was evaluated regularly in these three areas. This data collection became an integral part of each student's program.

The range of specific activities done during work time varied greatly. The lowest functioning male student worked frequently on discrimination tasks, such as sorting by size, shape, color, and texture. All materials used in the vocational trailer were age appropriate and similar to those activities encountered in most workshop settings. Most of the students were proficient at folding towels and doing "packaging tasks". The oldest female student worked on filing and sorting by name, number, etc. She was able to file by numbers 1-50 and file names in alphabetical order. She also was involved in a mail sorting unit. In this activity, she had to sort various postcards by zip codes and states. She worked very efficiently and had no major interfering behaviors.

The other three students in this class were trained to perform discrimination tasks, such as sorting by color, size, and shape. Stuffing and sealing envelopes were done by the entire class. Small subassemblies, such as switchboxes, ball point pens, and hair rollers were also completed by the two older individuals. Throughout all these activities, performance information was frequently recorded for attending behavior, production rate, and skill acquisition.

When a job from a volunteer agency had to be completed, the three highest functioning individuals helped collate and staple the items with minimal assistance. The highest functioning female student was quite proficient at collating items for volunteer agencies.

After one year of concentrated vocational emphasis, many significant gains have been evidenced. Attitude changes by the students were tremendous. They now understand that when they go to the "vocational trailer" that they are to work. They have developed work tolerance to stay in the work setting for two hours, working on specific tasks which are similar day after day. These students have become accustomed to working alongside other individuals and are not as easily distracted as they were when the program was initiated. Another result of Project STEP was the fact that the students learned to accept directions and reinforcement from someone other than their classroom teacher. There were three to four other teacher-supervisors in the room during the same time period. All staff performed similar roles in reinforcing and giving directions to the students.

From the data that were collected on each student, several skill gains were documented. For this class attending behavior is of primary importance. In one case, the lowest functioning male student, age fourteen, showed a marked increase in his attending behavior. Over a seven-month period, he increased his attending behavior from a baseline level of 33 percent to 66 percent at the end of the year (see Figure 4). Another young man in this class increased his on-task behavior from 60 percent to approximately 70 percent over the same time period (see Figure 5).

The two oldest female students in the class were easily distracted at the first of the year. At the end of the year, improvement in the amount of time "on-task" was noted here also. One girl went from a baseline level of 46 percent attending to 66 percent (see Figure 6). The student's attending behavior was near 75 percent at the end of the school year.

The attending to task data were recorded as the percentage of time spent on task during a set observation time. These data were recorded by momentarily observing the students at the end of 30 second intervals and noting whether they were attending or not attending. If the student was attending, a (+) was recorded; if the student was off task, a (-) was recorded. The percentage of intervals recorded (+) was charted as the percentage of time on-task.

Community Training

Every Tuesday and Thursday from 12:00-12:45 p.m., community training was scheduled for this class. This was set up in conjunction with the speech clinician's schedule so she could assist with training. During previous class sessions at school, shopping and ordering a meal were role played by the students and teaching staff.

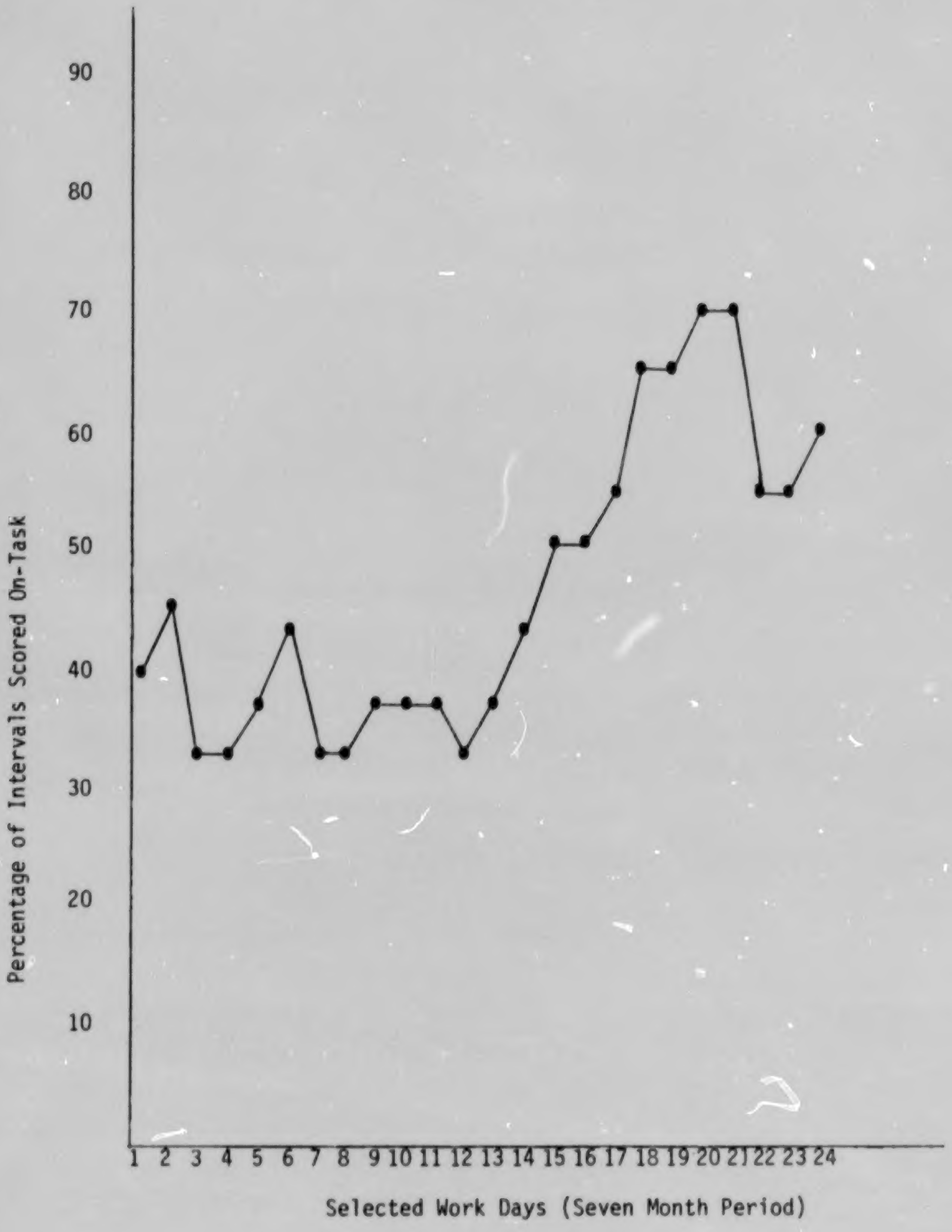

Figure 4

Randy's Attending to Task Performance During 1980-1981 School Year

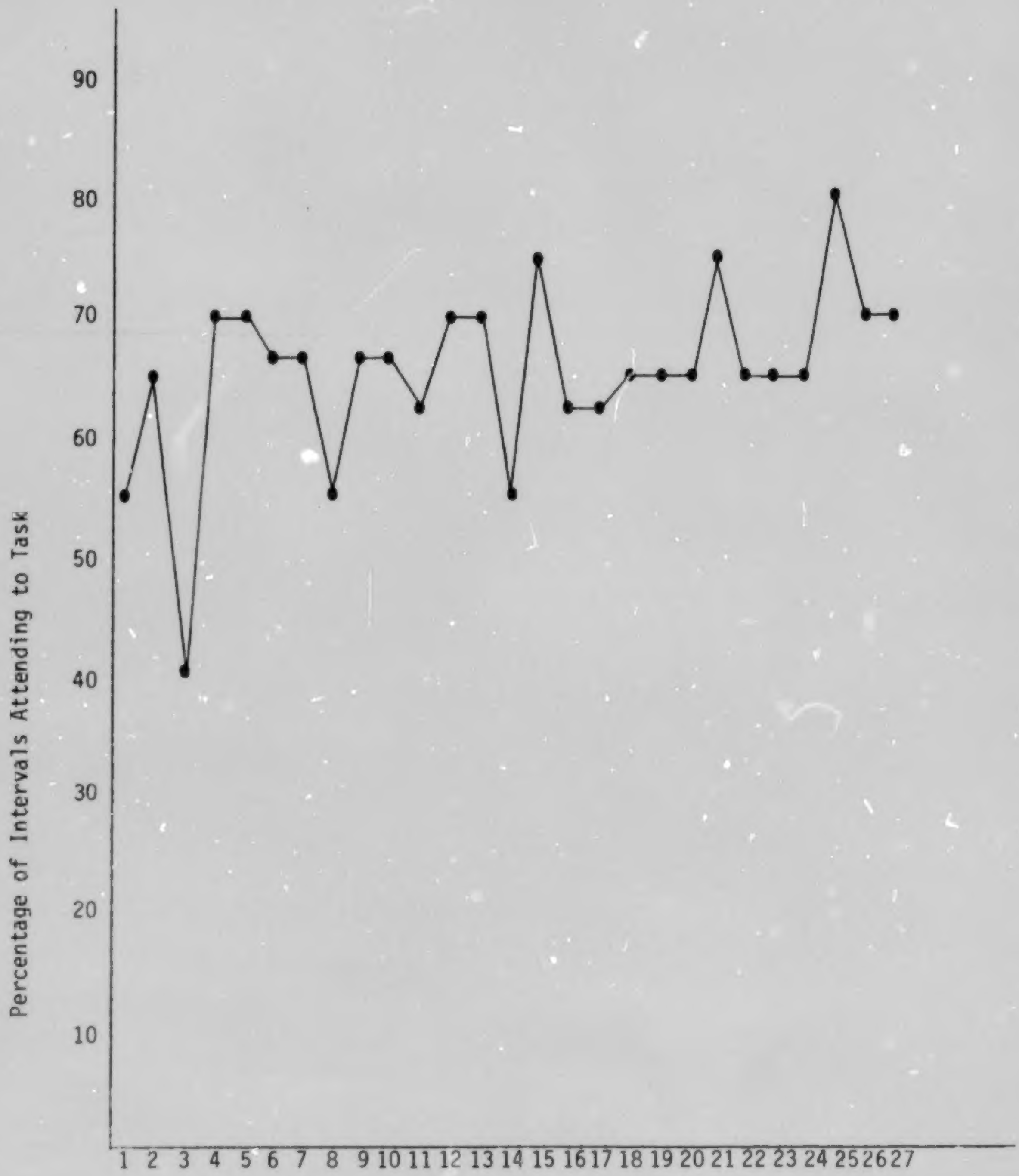

Figure 5

Steve's Attending to Task Performance During the 1980-1981 School Year

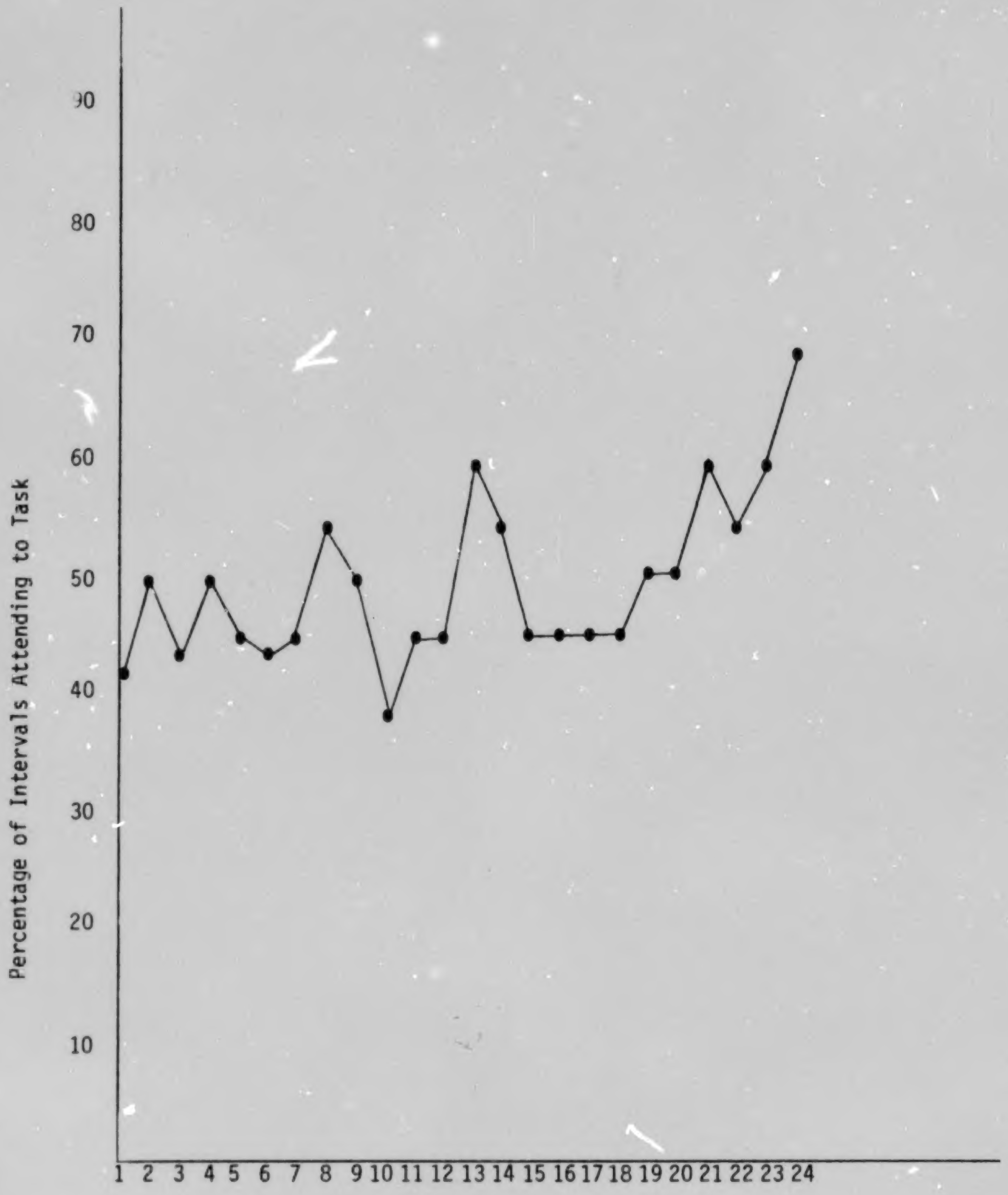

Figure 6

Roberta's Attending to Task Performance During the 1980-1981 School Year

Six weeks of community training were spent at Pamida, a local discount store. At the end of the year, Hy-Vee grocery was the primary training site. During January the students were involved in training on ordering a meal. As a part of this instruction, students went to McDonald's twice and ordered with a picture menu. They used the city bus to go to and from McDonald's.

Transportation to the various community sites was usually provided by the professional staff in their private cars. Typically the speech clinician and the teacher each took a group of two. They leave school at 15-minute intervals to enable a more individualized and accurate evaluation of each individual at the training site.

The staff-student ratio was usually 1:2 for community training. Periodically, the skills of individual students were evaluated. When this was done, one staff person was stationed in the store prior to the student's arrival. The other staff member gave the student a picture or verbal cue as to what was to be purchased and then left the student at the door. The staff member in the store was responsible for the data collection.

A 16-part competency checklist was derived for the unit. Steps such as "exits car appropriately", "locates correct item needed", "knows where to check out", etc., were used. These steps were identified by task analyzing the essential competencies for using the various community services.

Prior to the involvement at community sites, many activities were done in the classroom to prepare the students for actual community training. For example, materials from McDonald's (e.g., Big Mac containers, cups, etc.) were acquired and students role played ordering from a picture menu. Initially, the students just had to point to the desired item upon request. After this, students could receive their meal and go sit down. The students became quite proficient at using the picture menu. Matching pictures of an object to the real object was also an objective of related training activities. Further, films depicting various aspects of the community were seen and discussed.

The students enjoyed and looked forward to going out in the community each week. On the first few visits to the store, all students were very nervous and excited. At the end of the year, students reacted much calmer. Many of these students never had been to discount stores or grocery stores, and the exposure in the community environment was very beneficial. When the class first went into some locations, the clerks were very cold and somewhat reluctant to interact with the students. After going there for a period of weeks, the change in the store personnel's attitude was fantastic. The community training has benefited the nonhandicapped as much as it has the students. Frequently, the students would purchase items on the community training visits that their parents needed at home. The students really had a sense of pride when they could take home what they had purchased.

Data collected on the students' progress at community locations showed movement towards greater independence. During the first few outings at the Pamida Department Store, three of the four students needed physical assistance between 18 percent and 50 percent of the time to complete specific steps of the task analysis. At the end of the year, minimal physical assistance was only required by one student.

Conclusion

The severely/profoundly handicapped adolescents that were involved in Project STEP made significant gains in both vocational and community living objectives. These gains provide these individuals with a foundation of skills upon which more independent living behaviors can be established.

Intermediate and Secondary Moderately Disabled

By Mary Ann Frommelt and Shawn Sullivan

Vocational Training

Eighteen moderately disabled students, ages ranging from twelve to twenty, were scheduled from 2 to 2½ hours daily in the vocational workroom. This program was taught with a team teaching approach. There were two teachers for the 18 students. A volunteer from the community offered assistance two days a week during the vocational period. This volunteer was instrumental in helping to maintain ongoing records of on-task behavior by students in the vocational program. A second volunteer worked daily during the vocational period. She made herself useful in any needed area. A student volunteer from a nearby elementary school also came one day a week for one-half hour. This student taught several students how to do general housekeeping skills within the school setting. She also taught one student how to independently fill the school pop machine. Filling the pop machine now remains this student's daily responsibility. A high school student also came daily in the afternoons and assisted with training at both school and community job stations. The speech clinician also worked with the students in the vocational workroom. Various other volunteers have also been very useful in providing intensive student training.

With this large group of students, those who were twelve to fifteen years of age spent 2 hours a day (9:00 a.m. - 11:00 a.m.), five days a week doing simulated work tasks or volunteer jobs from the community. These training activities were part of the "Preparation Phase" of the vocational program. Students, whose ages ranged from sixteen to twenty-one were involved in the "Exploration and Experience Phase" of the program. They received on-the-job training at several job stations located in the community.

The first job station secured for on-the-job training was at a low income housing complex. At this job station, one student was assigned various janitorial tasks. He worked daily for 2 hours, remaining at this station for five months. Soon after beginning to work, he was taught to ride the city bus to and from work independently.

The second job station was at a local motel. Beginning in January, 1981, one girl was involved in training on the skills needed to be a maid. She was assigned only one task (i.e. cleaning sinks) at the beginning, but now does almost a complete room independently. In April, another student began working at the motel. At the end of the school year, both students were still receiving daily training for 1½ hours. The second student that was trained at the motel had first received on-the-job training at a day care center as an aide. She remained at that site for 3½ months (January-April), before moving on the motel site.

Another student worked in a staff member's home and was taught domestic cleaning skills. This student received on-the-job training three days a week for 1 hour. This student has been at this site for four months.

The sixth community job station was at the public library. The student's responsibilities in this job included organization and filing of library reading material. This student worked at this station two days a week for 1 hour each day. She was involved in training at this site for 3½ months.

For those students who were not placed in community work stations, they continued to receive training at school on simulated assemblies, volunteer work, and school-based work stations. Volunteer work has been provided by community agencies, school personnel, private businesses, etc. Examples of volunteer jobs are: putting address labels on letters and sorting by city and zip codes; collating booklets containing different numbers of pages; inserting, folding, and stapling mailings; duplicating copies of original materials; monitoring tapes for the public library; making scratch pads; and assembling May baskets. Many of these sources of volunteer work provide the program with monthly jobs.

When students were not working on volunteer jobs, they worked on simulated tasks similar to the volunteer jobs. Examples of these are:

1. Filing by number, letter, month, day, date, author, title
2. Folding towels, sheets, clothes, paper
3. Sorting by size, shape, color, texture with materials like socks, nuts and bolts, magazines, mail
4. Mail sorting by zip code, first letter, state
5. Practice addressing envelopes for mailing
6. Wrapping of boxes securely for mailing
7. Use of various household tools
8. Making extension cords
9. Motel skills such as putting towels on different towel racks, bagging drinking glasses, cleaning bathroom facilities
10. Cleaning areas of the classroom such as windows, floors, walls, shelves (dusting)
11. Collate
12. Punch
13. Staple

14. Assembling ball point pens, nuts and bolts, curlers
15. Typing
16. Paper cutter activities
17. Envelope stuffing
18. Bagging silverware

The students in the school-based program earned a 15-minute break period during vocational work time. Every day they were paid between one and five cents depending on the quality of work produced and their work habits. Students used this money to purchase items at a school-based store. Items for the store were purchased with monies from the school activity fund or donations. The money was kept in circulation so there were always funds available to pay the students. Some of the students learned to save for more expensive items. The school store was monitored by a volunteer aide and by one of the students from the physically handicapped class. This store proved to be a great incentive for the students. The attending-to-task data for these students supports the effectiveness of this incentive system.

Approximately once a week, data were collected regarding the students' attending to task. The students' average attending percentage during the first five observations of the year was 79%; whereas their attending average during the final observations was 86.5%. These data are supportive of the general observation that the students were acquiring better work habits.

Community Training

Afternoon class periods were devoted to activities outside the vocational workroom. One of these was community training. A program goal for the students was to achieve the independence needed to go into a store and purchase a requested item.

A teacher and aide accompanied four to six students three days a week to a local discount store, i.e. Pamida. At this discount store, students purchased items needed at school, made purchases for parents who had sent money for something they needed, and also bought items for school staff. For some of the lower functioning students, pictures from newspaper ads were used as their shopping list. Money needed for school items was provided from an instructional fund. The students had to withdraw this money from a bank account before going to the store. Community training sites that were developed for this class during 1980-81 were a grocery store and a fast food restaurant. Transportation for community training was provided by teachers, volunteers, and aides. Staff were reimbursed for mileage by the school district.

A competency checklist for the students was developed for each community training site. Prior to community training, an analysis of these community training sites was conducted by identifying all the skills needed to independently use these sites. Considerable gains in this area were made in the final two months of school. For example, use of the Pamida Department Store was task analyzed into 18 component steps. On the first training trip to Pamida, the students independently performed 82% of these 18 steps. After the fifth training trip, the average number of independent steps had been increased to 92%. This represents an average gain of between one and two steps of the task analysis. In Figure 7, an example data sheet for one of the students is presented. This student initially performed 13 steps independently and by the fifth training trip was performing 17 of the steps without assistance.

Related training activities at school were scheduled to augment the community training. For example, the concept of using money to make purchases was taught in a "dollar more" procedure. With this procedure, students were taught to give us many dollar bills as the number to the left of the decimal point reads. If there were any numbers other than .00 to the right of the decimal point, then students were taught that they need one more dollar bill. If an item cost $1.99, the student would give 1 dollar for the number to the left of the decimal point and 1 more dollar because there are numbers other than .00 to the right of the decimal point.

Conclusion

No data can measure or express the change in attitudes of the students who participated in Project STEP. The independence that they acquired was evident in the positive gains that were made. Overall, there was an increase in performance in every area of the curriculum, but it was the expressions and comments of the students that revealed the real story: One student's response to the question, "Where are you going?" was answered by "I am going to work!". Just a year ago, that same student wouldn't even say her name. But the expression on her face and the spirit with which she answered the question provide evidence that she has significantly benefited by the community/vocational training programs of Project STEP!

Teacher:
Student's Name: Andy Date: Spring '81
Environment: Pamida
Instructional Cue: See T.A.

TASK COMPONENTS

Program	Task No.	3-6-81	4-3-81	4-14-81	5-6-81	5-13-81
Sits appropriately in car	1	+	+	+	+	+
Exits car appropriately	2	+	+	+	+	+
Walks to front door safely	3	-	-	+	+	+
Locates and enters correct door	4	+	+	+	+	-
Navigate the store appropriately	5	+	+	-	+	+
Locates correct item needed	6	-	+	-	-	+
Knows where check-out is	7	-	+	-	-	+
Enters check-out area appropriately	8	+	+	+	+	+
Gives clerk money when asked	9	+	+	+	+	+
Waits for change	10	+	-	+	+	+
Accepts change	11	+	-	+	+	+
Picks up item in the sack	12	+	+	+	+	+
Exits check-out area appropriately	13	+	+	+	+	+
Locates door for exiting	14	-	+	+	-	+
Exits through correct door	15	+	+	+	+	+
Walks safely to car	16	-	-	-	-	+
Enters car appropriately	17	+	+	+	+	+
Sits appropriately in car	18	+	+	+	++	+
NUMBER STEPS INDEPENDENT		13	14	14	14	17

TASK COMPONENTS

NAME

Figure 7

Competency Data Sheet For Pamida Department Store

Competitive Employment Training in Housekeeping: The Cheery Motel Training Site

By Shawn Sullivan

A housekeeping training site at the Cheery Motel was secured through an initial telephone call and personal visit by the classroom teacher for secondary moderately disabled students. Following these contacts, the employers and employees of the motel visited the school, met prospective trainees, and observed their performance during the vocational worktime.

Originally, one student was placed at the training site. At the end of the year, two students were involved in training at this site. One teacher transported the students to the motel, provided supervision at the motel daily for 1½ hours. During this time, each student usually completed two rooms.

The Cheery Motel was an excellent job site. Input from the employers was extremely helpful. Their willingness to offer this help is evidence of their keen interest in the program. They have been very supportive and have even gone as far as purchasing training supplies and making the employment situations as realistic as those encountered by other employees.

Before placing the students at the motel for training, a detailed inventory of skills needed to be completed by the motel housekeepers was developed. The areas inventoried and task analyzed were: (a) obtaining correct cleaning materials for the right area, (b) getting to the right rooms, (c) unlocking the doors, (d) dusting everything in the living areas of the rooms, (e) cleaning the entire bathroom using the correct cleaning fluids for various areas (e.g., toilets, sinks, showers, floors, etc.), (f) replenishing materials (e.g., cups, matches, hangers, soap, etc.), (g) putting materials away, (h) locking rooms, and (i) indicating to the employer that she was finished and was leaving. A more specific inventory of these behaviors presented in Figure 8. During training, skills performed independently, minutes spent in each room, and frequency of verbal prompts that the trainees needed were recorded.

Both students were initially involved in training on only a limited aspect of the housekeeping job. The first place instruction began was in the bathroom. After learning how to clean the sink, students were taught to set the soap bars out and refill drinking cup containers. Next they were taught to clean the walls around the sink area. After this was accomplished, they were required to replace an ensemble of towels for each room. This subtask was the most difficult to acquire because of the variety of skills needed. For example, the fold of the towels has to be facing the front, various sizes of towels had to be placed in specific orders, and different kinds of towel racks were in every room. After practicing on these aspects of the job for several weeks, students were then involved in cleaning the toilets, showers, and

Teacher: ____________________

Student's Name: ____ Date: __________

Environment: Cheery Motel

Instructional Cue: Beginning Motions

	Program																										
TASK COMPONENTS	Goes to office, finds Vicki	1																									
	Gets list of rooms to do	2																									
	Goes to furnace room	3																									
	Gets cart and/or caddy	4																									
	If being used, finds it	5																									
	Selects first room on list	6																									
	Goes to first room on list	7																									
	Goes to first room w/cart	8																									
	Opens room with key	9																									
	Removes key from door	10																									
	Takes caddy off cart	11																									
	Puts caddy on bathroom floor	12																									
	Closes outside door	13																									
	Takes off coat	14																									
	Turns on bathroom light	15																									
TASK COMPONENTS																											

NAME ____________________

Figure 8

Inventory of Skills Required of Cheery Motel Housekeeper

Teacher: ____________________
Student's Name: ____ Date: ________
Environment: Cheery Motel
Instructional Cue: Toilet

Program

TASK COMPONENTS

TASK COMPONENTS

Raises lid and/or seat	16																									
Squirts 2 drops "G" into bowl	17																									
Takes bowl brush from cart	18																									
Raises rubber guard	19																									
Wipes inside of bowl	20																									
Wipes rim w/brush	21																									
Removes dirt/hair	22																									
Wrings out brush	23																									
Puts away in correct cont.	24																									
Sprays underside of seat, wipes	25																									
Sprays top of seat, wipes	26																									
Sprays back of lid, wipes	27																									
Sprays top of lid, wipes	28																									
Removes misc. from tank.	29																									
Sprays top of tank, wipes	30																									
Sprays front of tank, wipes	31																									
Wipes @ hinges	32																									
Removes all dirt/hair	33																									
Returns articles to tank	34																									
Puts shoeshine cloth on tank	35																									
Raises the lid	36																									

NAME ____________________

Figure 8 (cont'd)

Teacher:
Student's Name: Date:
Environment: Cheery Motel
Instructional Cue: Toilet

Program

TASK COMPONENTS

TASK COMPONENTS

Flushes toilet	37																									
Wipes off handle	38																									
Throws rag in laundry	39																									
Puts stripee @ toilet seat	40																									

NAME

Figure 8 (cont'd)

Teacher: ____________________

Student's Name: ____ Date: __________

Environment: Cheery Motel

Instructional Cue: Sink; towels

Program

TASK COMPONENTS

Throws cups, papers . . . away	41																									
Empties basket on cart	42																									
Returns to correct place	43																									
Removes misc. from sink	44																									
Gets clean rag	45																									
Sprays wall behind sink & fixtures	46																									
Wipes down wall	47																									
Wipes out sink; removes dirt	48																									
Shines faucets	49																									
Places new soap on sink	50																									
Uses card for towels	51																									
Gets towels & bath mat	52																									
Puts towels in correct order	53																									
Puts fold toward front	54																									
Arranges in center & smoothly	55																									

TASK COMPONENTS

NAME ____________________

Figure 8 (cont'd)

Teacher: ____________________
Student's Name: ____ Date: __________
Environment: Cheery Motel
Instructional Cue: Shower

Program

TASK COMPONENTS

TASK COMPONENTS

Put dirty towels in laundry	56																									
Remove old soap from shower	57																									
Put used soap in container	58																									
Pick up red topped spray bottle	59																									
Step into shower stall	60																									
Stand at least 1 ft. from wall	61																									
Spray wall #1 first	62																									
Sprays across, then down	63																									
Sprays shower head	64																									
Sprays water faucets	65																									
Sprays inside soap dish	66																									
Spray wall #2	67																									
Spray wall #3	68																									
Put spray bottle away	69																									
Selects a clean rag	70																									
Wipe down wall #1	71																									
Wipes/shines shower head	72																									
Wipes/shines faucets	73																									
Makes sure faucets off	74																									
Wipes out soap dish	75																									
Checks for soap residue	76																									

Wall #1 - wall with shower nozzles/faucets
Wall #2 - to the right between wall #1-3
Wall #3 - wall opposite wall #1

NAME ____________________

Figure 8 (cont'd)

Teacher: ____________________
Student's Name: ____ Date: ________
Environment: Cheery Motel
Instructional Cue: Shower

Program

TASK COMPONENTS

Wipes down wall #2	77																									
Wipes down wall #3	78																									
Wipes sides of shower	79																									
Checks for streaks	80																									
Steps out of shower	81																									
Sprays floor of shower	82																									
Kneels on ledge	83																									
Starts in corner, wipes b/f	84																									
Wipes inside & top of ledge	85																									
Puts shower soap in dish	86																									
Puts bath mat on ledge	87																									
Closes shower curtain	88																									

TASK COMPONENTS

NAME ____________

Figure 8 (cont'd)

Teacher:

Student's Name: Date:

Environment: Cheery Motel

Instructional Cue: t.p., cups, finishing

Program

TASK COMPONENTS

Checks to see if cups needed	89																									
Gets cups from caddy	90																									
Inserts cup correctly in holder	91																									
Replaces t.p. if needed	92																									
Tells me she's finished	93																									
Picks up caddy, turns out light	94																									
Crosses off finished rm.	95																									
Selects next rm. on list	96																									
Pushes cart ot room	97																									
Puts caddy/cart away after work	98																									
Tells Vicki she's finished	99																									

TASK COMPONENTS

NAME

Figure 8 (cont'd)

floors. A new area wasn't added until the previous ones were done according to the employer's standards. There were many skills needed in every area. Some of these skills were practiced at school in the vocational room, i.e., putting towels on different towel racks, learning how to squeeze the trigger on spray bottles, using the appropriate amount of cleaning fluids, and cleaning bathrooms. After students learned how to clean the entire bathroom, instruction began on dusting furniture. After acquiring these skills, the students needed only to learn to make the beds and vacuum the floors to have completed a whole room.

One unique aspect of this program was the development of a picture cueing system. Since each room had different towel racks and towel arrangements, a picture representing each room's towel rack was drawn on a 5"x7" card and then arranged booklet style in the order of room numbers. This picture system was used to assist the students to correctly place towels in each room. When the responsibility of dusting was added to the job list, each piece of furniture in the room that was to be dusted was also drawn and added to the book. With an erasable marker, students would cross off the items as they were completed, thus allowing the students to see what had been completed and what still needed to be done.

According to the classroom teacher, progress of students at this job site was exceptional. During the first half of March one of the students required an average of 20 supervisor prompts per room. By the end of March, this student only needed an average of 4 prompts to complete a room. Further, the parents of one student reported that their child now cleaned the bathrooms at home, after never having done any household chores before. The classroom teacher also reported that over the course of the training more appropriate interaction also occurred between the students and employees of the motel. The interaction is evident at break times and when the students and co-workers are involved in cleaning the same room.

The students that were trained in housekeeping have acquired skills that may help them vocationally and domestically. Given these gains, the independent living prospects of these individuals have been increased.

Functional Communication

By Linnea R. Ness

Traditionally, communication training for severely handicapped students has been treated as an entity separate from activities of daily living, academics, and vocational training. The speech-language clinician usually removed students from the classroom setting to interact with them individually or in small groups in secluded training sites, i.e., therapy room. Frequently used materials for evaluation and treatment in the communication area consisted of standardized object and action pictures, miniature or artificial replicas of objects found within the environment, and worksheets depicting various conceptual relationships. Although these methods for speech and language skills training resulted in the acquisition of new communication behaviors in the school setting by many students, little carryover of those skill gains to the students' natural environments was evidenced. Thus, failure to produce generalized language in communication contexts is failure of language training to meet its most important goal (Warren, et. al., 1980).

In more recent years, literature has suggested that communicative abilities of severely handicapped students show a greater increase in the rate of skill development and more generalization of skills when an integrated approach for speech and language training is conducted within natural settings. One example of the integrated approach is the training of parents to function as language facilitators (Knox & Betts).

Typically, speech is the most widely accepted and desirable form of communication; however, many severely handicapped students are often nonverbal or unintelligible. Brown et. al. (1977) states that communicative abilities of severely handicapped students would be greatly enhanced if the skills necessary to use several communicative mediators concurrently were taught with regard to the situation, content of the message, available equipment, and the receptive language skills of the listener. Thus, by utilizing different devices to communicate, severely handicapped individuals might achieve a greater degree of independence within their communities. However, regardless of whether speech or nonverbal communication is chosen as the primary mode of communication, communication instruction with severely handicapped learners is a long-range process requiring the cooperative interaction of various professionals and parents (Mori, 1980).

While developing goals for Project STEP, it became necessary to revise the existing curriculum to include more functional activities to teach the necessary skills for vocational preparation and independent living. Since speech-language behaviors are required for vocational and independent living performance, communication skills were given a priority when the necessary skills to accomplish various tasks within these curriculum areas were analyzed.

Since the content of classroom instruction was changed in order to provide a more functional and age-appropriate curriculum, it became evident that speech-language training should likewise be altered to meet communication needs in the various settings of instruction. These settings included the vocational training sites, community training sites, and the home environment.

The populations served by the speech-language clinician at Smith-Warren school included three physically handicapped classrooms, two severely/profound classrooms (primary and secondary), and two moderately mentally disabled classrooms (primary and secondary). The total caseload for the speech-language clinician consisted of 39 students, ages six to twenty-one who were having speech-language disorders.

Speech-language services at Smith-Warren school were provided in the mornings, Monday through Friday. In order to best meet students' and teachers' needs and to work around all other scheduled events, blocks of time were scheduled for each teacher rather than short periods of time for individual students. The amount of time allotted for each classroom was based on the number of students with speech and language difficulties, the amount of time needed to facilitate remediation of these difficulties, and the severity of the disabilities.

The physically handicapped students received speech clinician services to either improve speech intelligibility or to design and update language boards. The primary severe/profound students were served predominantly through teacher consultation, in which the speech-language clinician provided assistance in developing activities to promote communicative behavior, such as gesturing, attending, vocalizing with intent, etc.

The primary moderately mentally handicapped students were served through a cooperative effort with the occupational therapist. Activities were designed to provide opportunities for the students to communicate while they engaged in tasks to facilitate growth in self-help skills or preacademic fine motor areas, such as cutting, writing, etc. With this classroom, the primary goals for communication were to improve speech intelligibility, increase amounts of communication, and increase sentence length during communicative acts. Augmentative communicative modes were introduced when needed by specific students. These included a picture menu for students to order in a restaurant and manual sign or Bliss Symbols for nonverbal students.

The secondary severe/profound and moderately mentally disabled students were served through teacher consultation and direct instruction with students when deemed necessary. Since much training occurred in the vocational workshop and the community, the blocks of times scheduled for these teachers coincided with the scheduled vocational and community training times. Time was spent assessing communication needs during these periods and then providing "therapy" sessions to aid the students to become independent individuals. All assessment and training were provided within the actual setting; and therefore, the speech-language clinician had an opportunity to inservice the teachers in communication instruction and to assist in supervision and other classroom activities. The schedule for the speech-language clinician is presented in Table 3.

Table 3
Speech Language Clincian's
Schedule in Integrated Therapy Model

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30- 9:00		4.0 PH	4.0 PH	4.0 PH	4.0 PH
9:00- 9:30		4.0 SP (P)	4.0 PH	4.0 SP (P)	4.0 PH
9:30-10:30		2.0 MMD-Secondary and 4.0 SP-Secondary			
10:40-11:30		2.0 MMD-Primary			
12:00-12:40			4.0 SP-S	4.0 SP-S	

P=Primary S=Secondary PH=Physical Handicap SP=Severe/Profound

When attempting to assess communicative abilities within natural settings, no standardized tools for this student population could be found. Therefore, the speech-language clinician designed a format that could be utilized for any activity for which communication behavior played an important role. The form was designed to be used by both clinician and teachers and was easy to administer using a checklist format. This assessment tool, named the Functional Communication Profile, is presented in Figure 9. This assessment activity required the examiner to fill in the student's name, date, curricular domain, specific activity, and the physical ability (independent or dependent) of the student. Prior to the student participating in the desired activity, the clinician or teacher analyzed the communication skills required to complete the activity with regard to comprehension and expressive language. All the behaviors which the student needed to understand were listed on the form. Under the "Expression" section, three items were listed. These included:

_____ converses intelligibly

_____ unintelligible/needs some augmentative device

_____ uses appropriate communication (social skills)

When this was completed, the student participated in the activity while the adult assessed the communicative behaviors by marking (+) or (-) by each skill. If the student was nonverbal or unintelligible, a (+) was recorded in the blank provided to indicate need of an augmentative device. This profile was used for many activities including meals at McDonald's, Wendy's, vocational periods, city bus rides, and the student's break period. Specifically developed profiles are presented in Figures 10 through 13.

FUNCTIONAL COMMUNICATION PROFILE

NAME:
DATE:

DOMAIN:
ACTIVITY:

Physical Aspect: ____dependent (requires much physical assistance)
____semi-independent (requires minimal assistance)
____independent (requires no physical assistance)

COMMUNICATION:

Understands:

Expression:

COMMENTS/RECOMMENDATIONS

FUNCTIONAL COMMUNICATION PROFILE

NAME:
DATE:

DOMAIN:
ACTIVITY:

Physical Aspect: ____dependent (requires much physical assistance)
____semi-independent (requires minimal assistance)
____independent (requires no physical assistance)

COMMUNICATION:

Understands:

Expression:

COMMENTS/RECOMMENDATIONS

Figure 9

Functional Communication Profile

FUNCTIONAL COMMUNICATION PROFILE

NAME:
DATE:

DOMAIN: Vocational
ACTIVITY: "Break time"

Physical Aspect:
____dependent (requires much physical assistance)
____semi-independent (requires minimal assistance)
____independent (requires no physical assistance)

COMMUNICATION:

Understands:

____ where to go for break
____ when to go to break
____ how to engage in some leisure activity
____ to put materials away
____ when to return to work

Expression:

____ converses intelligibly during break
____ unintelligible/needs some augmentative device (specify)
____ uses appropriate communication (social skills) during break

COMMENTS/RECOMMENDATIONS

Figure 10

Functional Communication Profile of "break time".

FUNCTIONAL COMMUNICATION PROFILE

NAME:
DATE:

DOMAIN: Vocational
ACTIVITY: Work in voc. trailer

Physical Aspect:
____dependent (requires much physical assistance)
____semi-independent (requires minimal assistance)
____independent (requires no physical assistance)

COMMUNICATION:

Understands:

____ the need to request more materials
____ the need to tell when finished with task
____ the need to request help when unsure of task

Expression:

____ can request help/information intelligibly
____ unintelligible/needs some augmentative device (specify)
____ uses appropriate communication (amounts and social skills) during work

COMMENTS/RECOMMENDATIONS

Figure 11

Functional Communication Profile during work period.

FUNCTIONAL COMMUNICATION PROFILE

NAME:
DATE:

DOMAIN: Community Mobility
ACTIVITY: Ride city bus

Physical Aspect:
____dependent (requires much physical assistance)
____semi-independent (requires minimal assistance)
____independent (requires no physical assistance)

COMMUNICATION:

Understands:

____ where to wait for bus
____ how to pay
____ needs to tell driver where going
____ needs to find seat
____ when to leave bus

Expression:

____ can tell bus driver where going intelligibly
____ unintelligible/needs some augmentative device (specify)
____ uses appropriate communication (social skills) during bus ride

COMMENTS/RECOMMENDATIONS

Figure 12

Functional Communication Profile on city bus

FUNCTIONAL COMMUNICATION PROFILE

NAME:
DATE:

DOMAIN: Recreation/Leisure
ACTIVITY: Eating at Wendy's

Physical Aspect:
____dependent (requires much physical assistance)
____semi-independent (requires minimal assistance)
____independent (requires no physical assistance)

COMMUNICATION:

Understands:

____ where to order food
____ needs to give order
____ needs to pay
____ needs to pick up condiments
____ needs to sit at table to eat

Expression:

____ orders entire meal intelligibly
____ unintelligible/needs some augmentative device (specify)
____ uses appropriate communication (social skills) during meal

COMMENTS/RECOMMENDATIONS

Figure 13

Functional Communication Profile of Wendy's Restaurant

If an augmentative device was indicated by these assessments, one was designed that would meet the students' needs during the particular activity and then training sessions were held in which the activity was simulated and the device demonstrated. Various augmentative devices used throughout the year included:

--picture menus to order food in fast food chains

--identification cards or neck chains to provide a means for personal identification

--bus "cards" to tell the bus driver where the student wished to depart from the bus

--communication books to indicate needs, activities, etc.

The Functional Communication Profile assessment was used to pre- and post-test student progress across all curriculum domains. Informal results of using the profile are found below and are presented in a narrative form for the activities in which it was utilized:

McDonald's

The Functional Communication Profile was initially administered to 16 MMD students and 4 severe/profound (S/P) handicapped students. Of the 20 students, 16 were unable to give their order intelligibly. After two training sessions using a picture menu, all of the 12 MMD students were able to order an entire meal. The four S/P students needed verbal prompting to complete the task after five training sessions. It is interesting to note that the MMD students understood all items under the "Understands" section of the profile so no training was done in this area. The S/P did not understand many items, so much training time was spent in following the entire process as well as using the menu to order.

Wendy's

Results were basically the same as for the McDonald's. However, only one training session was needed to introduce the picture menu. Again, the MMD students understood what was expected, and additional prompting was required for the S/P students.

City Bus

All 20 students (16 MMD and 4 S/P) were assessed. A bus "card" was devised for the 12 MMD and 4 S/P students who were unable to tell the bus driver where they wished to leave the bus. After one training session in which the card was introduced, explained and the task simulated, 11 of the MMD students used the card correctly. Many training sessions were held for the S/P students. Two of the students were able to use the pass correctly, and two students needed verbal prompting to complete the task.

Break Time

Although assessment was not completed in this area, the predominant difficulty noted is the inability of the students to realize when to go to break and when to return to work. A bell was set to indicate these times and this difficulty was alleviated. The students have not needed augmentative devices during break time because they "seem" to understand each other even though speech is sometimes unintelligible to teachers or other adults. The nonverbal students indicated needs and desires by gesturing.

Personal Identification

Of the 20 students (16 MMD, 4 S/P), only one student could provide complete name, address, and phone number intelligibly upon request. Therefore, the MMD students were given an identification card which was placed in a wallet-type folder. All were able to use the card effectively after one training session. They were instructed to have the card with them at all times. The S/P students were provided with an identification neck chain. After two weeks of daily training sessions, three of the four students were able to show the chain upon request.

Conclusion

The results of using an integrated approach to language training combined with augmentative modes of communication when deemed appropriate have been extremely rewarding. Many of the students are much more independent than when they initially were introduced to this type of training. Subjectively, it has also been observed that the students are talking more frequently and using more appropriate sentence structure as well as more intelligible speech since all training took place in the natural setting in which the students have specific needs to express. The results of the individual functional communication assessments have been summarized on a form titled "Evaluation of Functional Communication Compentency". This evaluation is a part of each student's record and has been used for individual program planning (See Figure 14).

The teachers have also noted progress in their students' communication skills and are more aware of how to deal with communication difficulties. The teachers have begun to devise some of the augmentative devices and are making suggestions to improve language training. Although many of the students are receiving less one-to-one time from the speech clinician, they are receiving much more instructional time in the language area from the cooperative interactions of the clinician, teachers, aides, and other personnel and are becoming independent communicators within their home communities.

STUDENT'S NAME ______________________ AGE ________ DATE ______________

PROGRAM PLACEMENT ______________________ EVALUATOR ______________

(Choose one response per item. Use "mode" key (p. 3), if desired. Respond to all items). (Make comments as appropriate)

	SITUATION			
	Vocational	Community Mobility	Domestic	Recreational Leisure
I. RESPONSE TO INSTRUCTION				
A. Attending to instruction				
(4) always attends carefully				
(3) attends but does not follow instructions				
(2) has difficulty attending to instructions				
(0) does not attend to instructions				
B. Following instructions				
(4) follows verbal instructions				
(3) follows instructions presented verbally and with physical model (demo)				
(1) needs physical prompts				
C. Remembering instructions				
(4) instructions do not need repeating				
(3) instructions have to be repeated occasionally				
(2) instructions have to be repeated once/day				
(1) instructions have to be repeated more than once/day				
II. RESPONSE TO SAFETY SIGNALS				
A. Obeying safety signals				
(4) responds discriminatingly to safety signals (ex: tornado/fire alarm/ stop sign)				
(3) responds quickly to safety signals				
(2) responds inconsistently to safety signals				
(0) does not respond to safety signals				

Figure 14

Evaluation of Functional Communication Competency

	Voca-tional	Community Mobility	Domes-tic	Recre-ational Leisure
III. COMMUNICATION OF NEEDS				
A. Communication/personal needs				
(4) communicates needs to appropriate person				
(3) communicates needs when prompted or cued				
(0) does not communicate needs				
B. Asking for assistance				
(4) asks appropriate person for assistance, as needed				
(3) asks wrong persons for assistance				
(2) asks too frequently for assistance				
(0) does not ask for assistance				
IV. SOCIAL COMMUNICATION				
A. Responding to own name				
(4) responds quickly and consistently				
(3) usually responds				
(2) responds sometimes				
(0) doesn't respond to own name				
B. Answering questions about self				
(4) answers questions (who, what, when) about behavior				
(3) gives specific ID information about self when asked				
(0) does not answer questions about self				
C. Using good manners				
(4) is usually polite				
(3) is sometimes polite				
(2) is seldom polite				
(0) is rude				
D. Responding to Criticism				
(4) displays appropriate verbal and/or nonverbal behavior (body language)				
(3) usually displays appropriate verbal and/or nonverbal behavior (body language)				
(1) exhibits verbal and/or nonverbal behavior indicating hurt feelings--oversensitivity to criticism				
(0) exhibits verbal and/or nonverbal behavior indicating defensiveness, hostility, anger, rejection of criticism				

Figure 14 (cont'd)

	Vocational	Community Mobility	Domestic	Recreational Leisure
E. Asking questions				
(4) asks appropriate questions				
(3) asks too few questions				
(2) asks too many questions				
(1) repeats the same question				
(0) never asks questions				
F Conversing				
(4) engages in conversations with others, as appropriate				
(2) engages in conversations with others, frequently not appropriate				
(1) seldom converses with others				

MODES

V - verbal f - face to face = Vf
t - telephone = Vt

N - nonverbal sl - sign language = N sl
c - communicator (book, board. etc.) = Nc
g - gestures = Ng

SUBSCORES

Response to instructions (9-12 acceptable)
Response to safety signals (4 acceptable)
Communication of needs (6 8 acceptable)
Social Communication (20-24 acceptable)

- DESCRIPTION OF SPECIFIC SKILLS -

- AREAS FOR POTENTIAL IMPROVEMENT -

- JUDGMENT REGARDING RELATIVE COMMUNICATION COMPETENCY -

Figure 14 (cont'd)

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Community Public Relations

By Linnea R. Ness

"Public awareness" within the community is of vital importance for the success of a new project and yet is one of the most difficult areas in which to plan and create adequate time for staff to implement such goals. Several activities and projects were undertaken to promote community awareness of Project STEP. All staff members participated in some of these activities, thus contributing toward a cooperative effort to accomplish these time-consuming tasks.

Agency Presentations

During the early planning stages of Project STEP, several meetings were held with administrators of outside agencies to assess vocational and residential options available to the students after graduation from educational programming. At these same meetings, Project STEP staff provided the administrators with an overview of the proposed project at Smith-Warren School so that future cooperative planning might take place. The agencies contacted included: the Department of Social Services (DSS), Tenco Workshop, Vocational Rehabilitation, Crest Home (residential group home), and the Center of Hope (activity center). These meetings proved to be beneficial to all parties involved and aided the STEP team to plan effectively for the future needs of the students.

Service Presentations

In addition to the resource agencies, presentations were given to local service organizations, including the school's Parent-Teacher Association and the Council for Exceptional Children. These presentations consisted of a brief overview of the project, a slide presentation, handout materials, and brochures. A radio spot was also aired during National Education Week and a discussion was held on the United Cerebral Palsy Telethon describing Project STEP.

Parental Assessment

To assess individual student and family situations, a parent survey was conducted. From this survey, information was obtained regarding parent expectations for future employment and residence and any physical or community limitations which might affect the student's curriculum. Another purpose of this survey was to inform parents of the change in curriculum emphasis toward more community/vocational training objectives.

Brochure Developments

Before work stations could be established in the community, some literature had to be written to disseminate to prospective employers. Initially, a logo was designed with the Project goals in mind. It was felt that to be successful, the program had to be a cooperative effort between home, school, and community. Thus, the clasped hands were adopted as an emblem to portray this interaction. This emblem was then printed on a brochure which contained a written synopsis of the stages composing Project STEP. The brochures were distributed to businessmen, parents, and employees in other agencies. This emblem also appeared on all publications and certificates developed throughout the year.

Telephone Survey

A telephone survey was conducted to gather information regarding the types of community jobs available and the characteristics of these jobs. If a business appeared to be a prospective job station, another phone call was made to request a personal interview with an administrator of the business. The phone call was followed by a letter confirming the time and date for the interview. After the meeting, a follow-up letter was sent to thank the business for engaging in the interview.

Community Awareness

Throughout the year, many other items were designed to promote public awareness of the program. A small sign was developed to present to those businesses chosen as work stations to place in their windows to indicate their participation in Project STEP (see Figure 15). Articles describing Project STEP were written and appeared in the Ottumwa Chamber of Commerce newsletter, the Area Education Agency "Ed-Line", the Iowa Severe/Profound Newsletter, and the Ottumwa Elementary School Bulletin.

Cooperation with Volunteer Organizations

The work experience instructor obtained many volunteer tasks for the students to complete in the school vocational center. When the tasks were finished, the agency was presented with a letter to thank them for their support and to request written acknowledgement for the completed task. These letters were kept in the scrapbook for future reference.

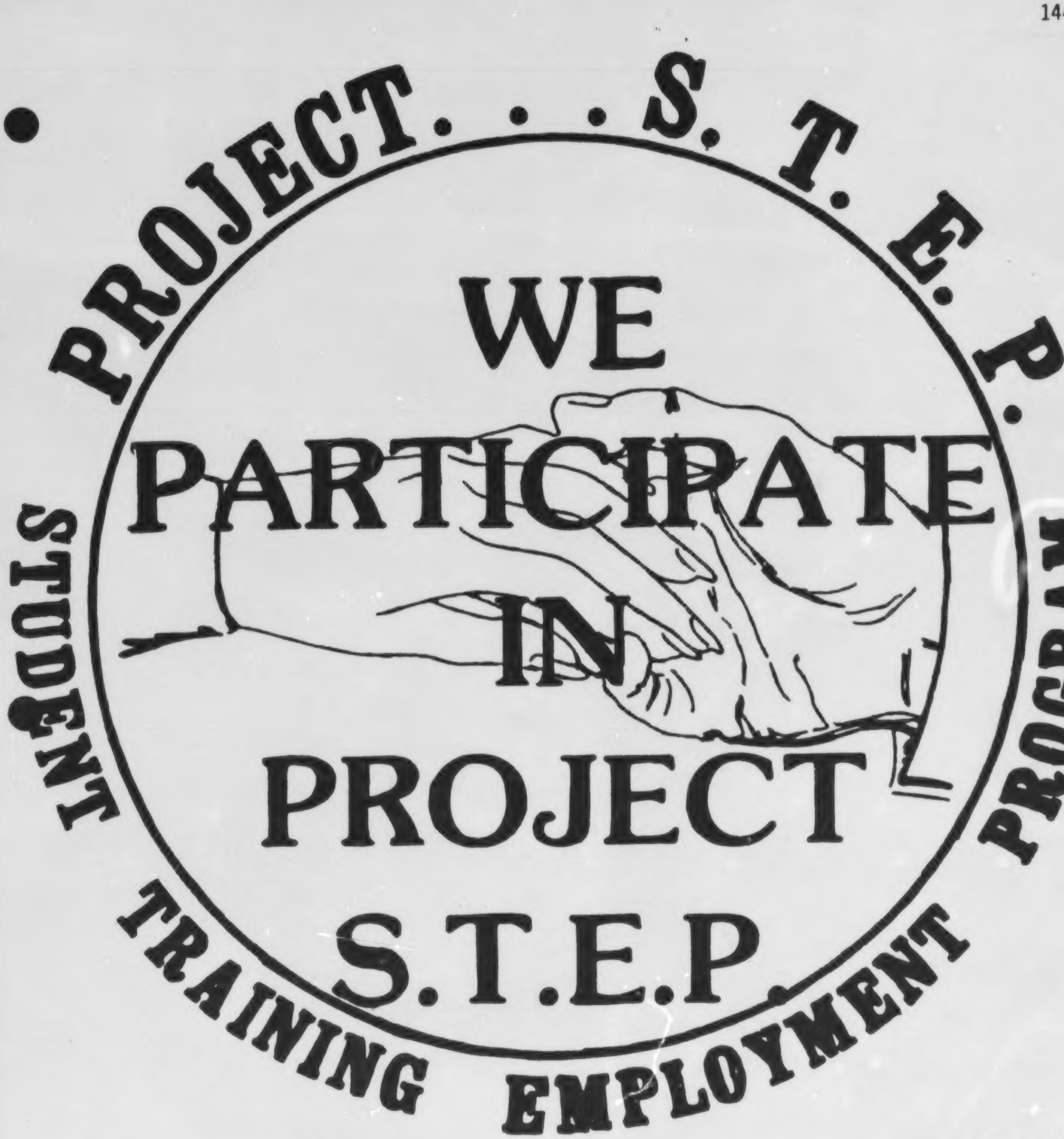

PROJECT. . .S. T. E. P.
WE
PARTICIPATE
IN
PROJECT
S.T.E.P.
STUDENT TRAINING EMPLOYMENT PROGRAM

Figure 15

Project S.T.E.P. Participation Poster

Program Documentation

A scrapbook was maintained during the year and graphs were placed on the wall in the school entryway to document accomplishments of Project STEP. The scrapbook contained information regarding services provided for outside agencies, minutes from STEP meetings, pictures of students and staff, project activities or events, samples of volunteer work, and copies of designed materials or publications. A wall chart of graphic displays was developed to depict Project goals met, volunteer tasks completed, and hours involved in community experience and employment. These data were discussed frequently during parent meetings and administrative visits and provided a visible means to discuss current and ongoing progress toward meeting Project STEP objectives.

Employer-Employee Appreciation Dinner

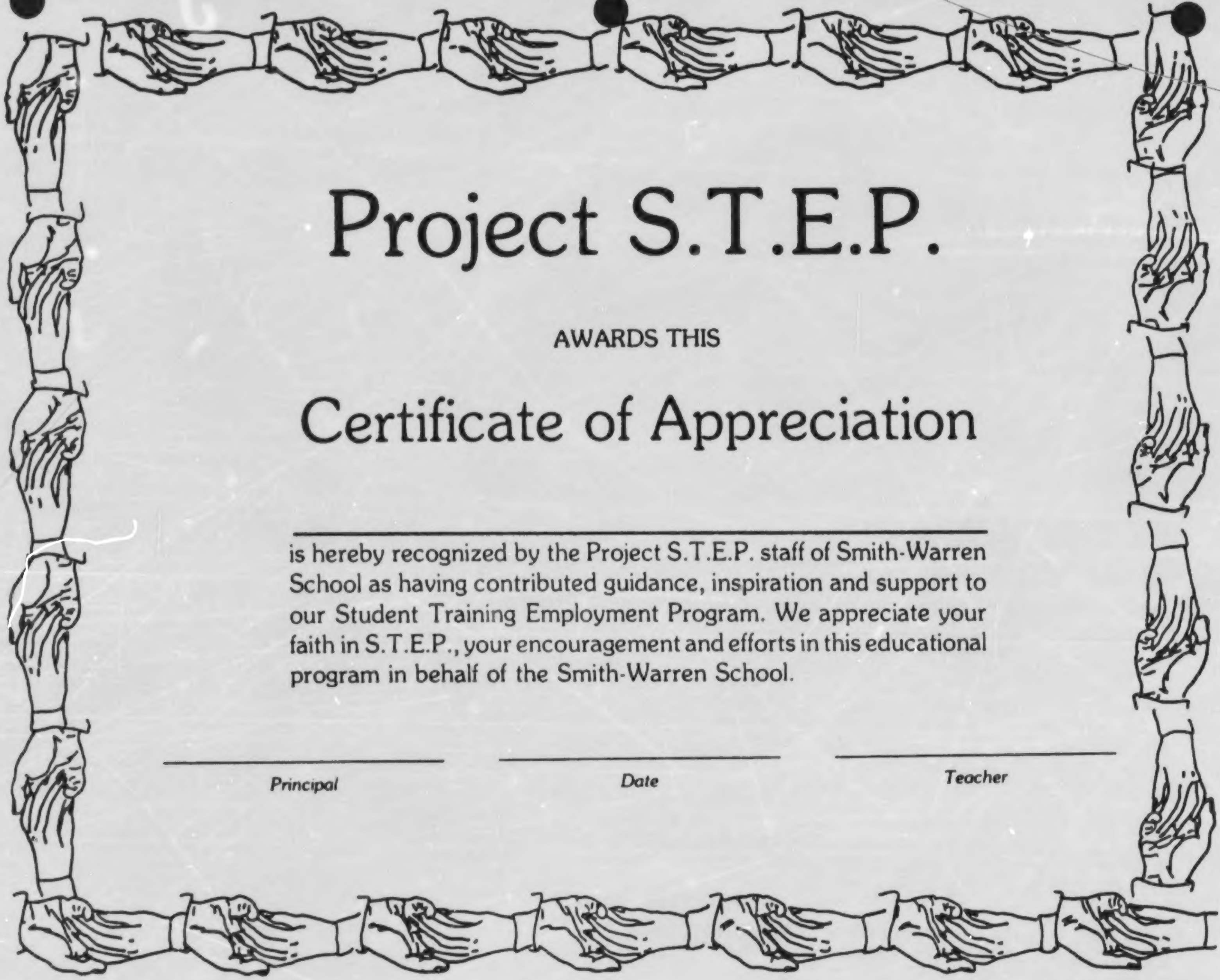
At the completion of the first year of Project STEP, an appreciation banquet was arranged. Written invitations were presented to administrators of the local school and area education agency, a representative from the Department of Public Instruction, the technical assistant, STEP staff, several volunteers, the students employed in the community, their parents, and the business people representing the chosen work stations.

Although a major portion of the dinner was catered, classes at Smith-Warren School made jello salad and cake, decorated the tables, and assembled a small booklet to place on the tables. Centerpieces consisted of small plants purchased during community training field trips.

The banquet program consisted of a slide presentation, appreciation awards, and remarks made by administrators and the technical assistant. A certificate of appreciation was designed and presented to participating businessmen, volunteers, and the technical assistant for adding to the success of the Project. A copy of this certificate is presented in Figure 16. The logo was also enlarged and painted on a banner placed behind the master of ceremonies' podium.

Conclusion

In summary, much effort was placed on creating awareness of Project STEP within the students' homes, school, and community. From all indications by students, parents, staff, business persons, and other community members, the efforts of Project STEP have been extremely beneficial and worthwhile.



Project S.T.E.P.

AWARDS THIS

Certificate of Appreciation

____

is hereby recognized by the Project S.T.E.P. staff of Smith-Warren School as having contributed guidance, inspiration and support to our Student Training Employment Program. We appreciate your faith in S.T.E.P., your encouragement and efforts in this educational program in behalf of the Smith-Warren School.

________________	________________	________________
Principal	*Date*	*Teacher*

Figure 16

Project S.T.E.P. Appreciation Certificate

Summary

By Sue Ann Morrow

One of the main components involved in developing and implementing Project STEP was the staff sprit de corp. Statements such as "We should have done this years ago" is an excellent example of the staff's feelings toward Project STEP. Hearing statements from a volunteer such as "It's amazing what you're doing with these students" helped keep the staff members' enthusiasm at a high level.

Another source of reinforcement for the staff was the graphic display of the program's progress toward accomplishment of its major goals and objectives. This display placed in a prominent location so that all entering the school building could see it. The display included four charts depicting summative data on: (a) hours students spent working at vocational training sites; (b) instructional hours spent outside the classroom for community training; (c) number of goals met; and (d) number of volunteer projects completed. The charts were updated at the end of each month. Since the charts were cumulative, upward trends were always evident. It was a "great day" when two of the totals on the charts went completely off the charts. These summative records are presented in Figures 17 through 20.

Plans have already been formulated to improve Project STEP during the 1981-82 school year. Since one class will be moving into an elementary building with nonhandicapped students next year, several changes have been planned. The empty classroom unit will be made into an apartment for instruction in the domestic domain. The break area and store, currently housed in the lunch room, will be moved into the mobile unit next to the vocational trailer.

The staff plan to seek additional ways to upgrade the activities in the vocational trailer and to secure more store items for the students to purchase. Changes are also planned for the actual purchasing of items in the store so that this process is more similar to what would occur in a "real" community based store.

Additional community training sites will be secured. With these additional training sites, the use of training agreements with the employer will be initiated.

Another area that will be expanded further is the collection of performance information and charting of results. The information gathered from data collection is extremely important for program decision making, long-term planning, and the documentation of student gains that otherwise might have gone unrealized. Specific program goals for next year were formalized in the new set of objectives.

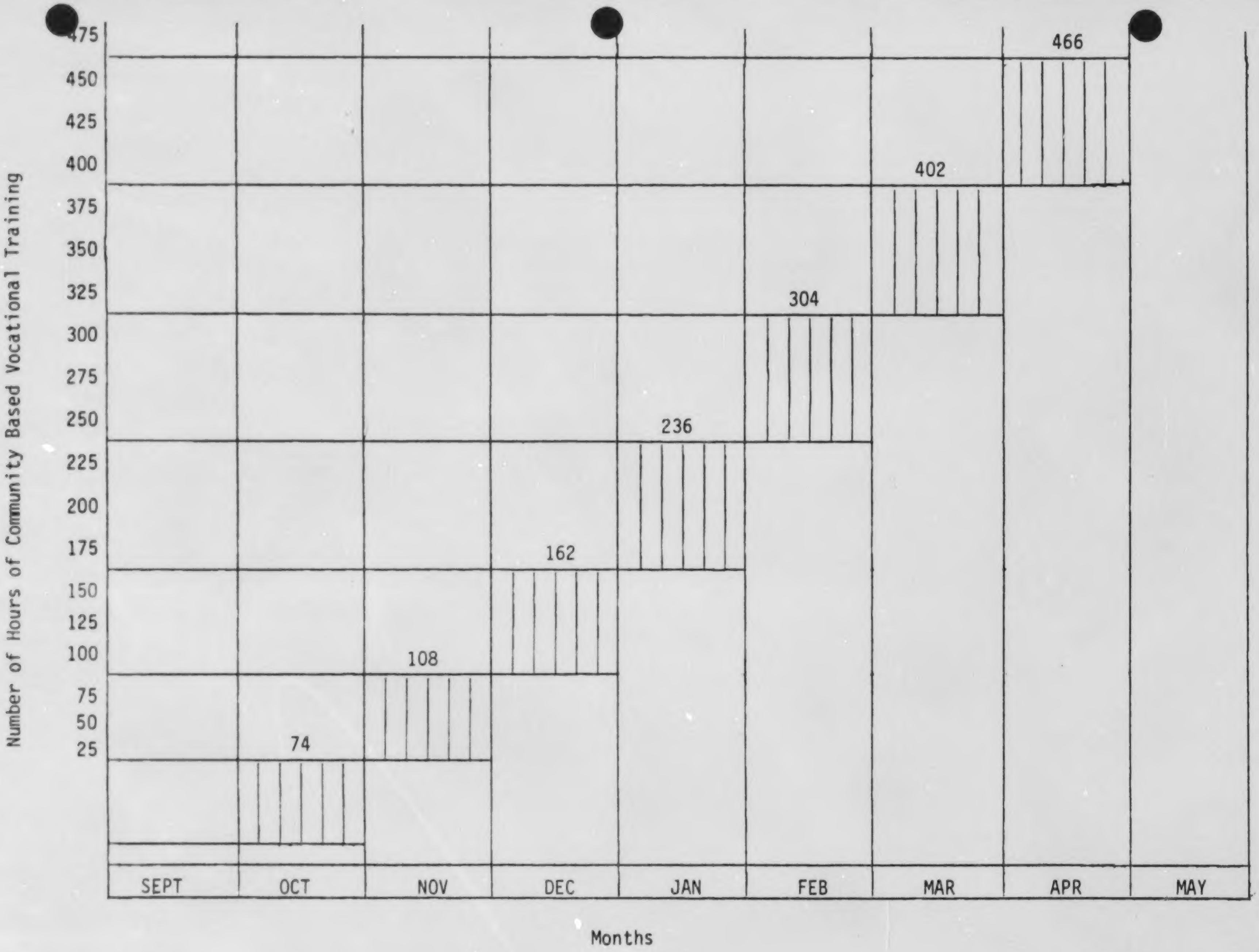


Figure 17

Cumulative Vocational Training Hours in Community

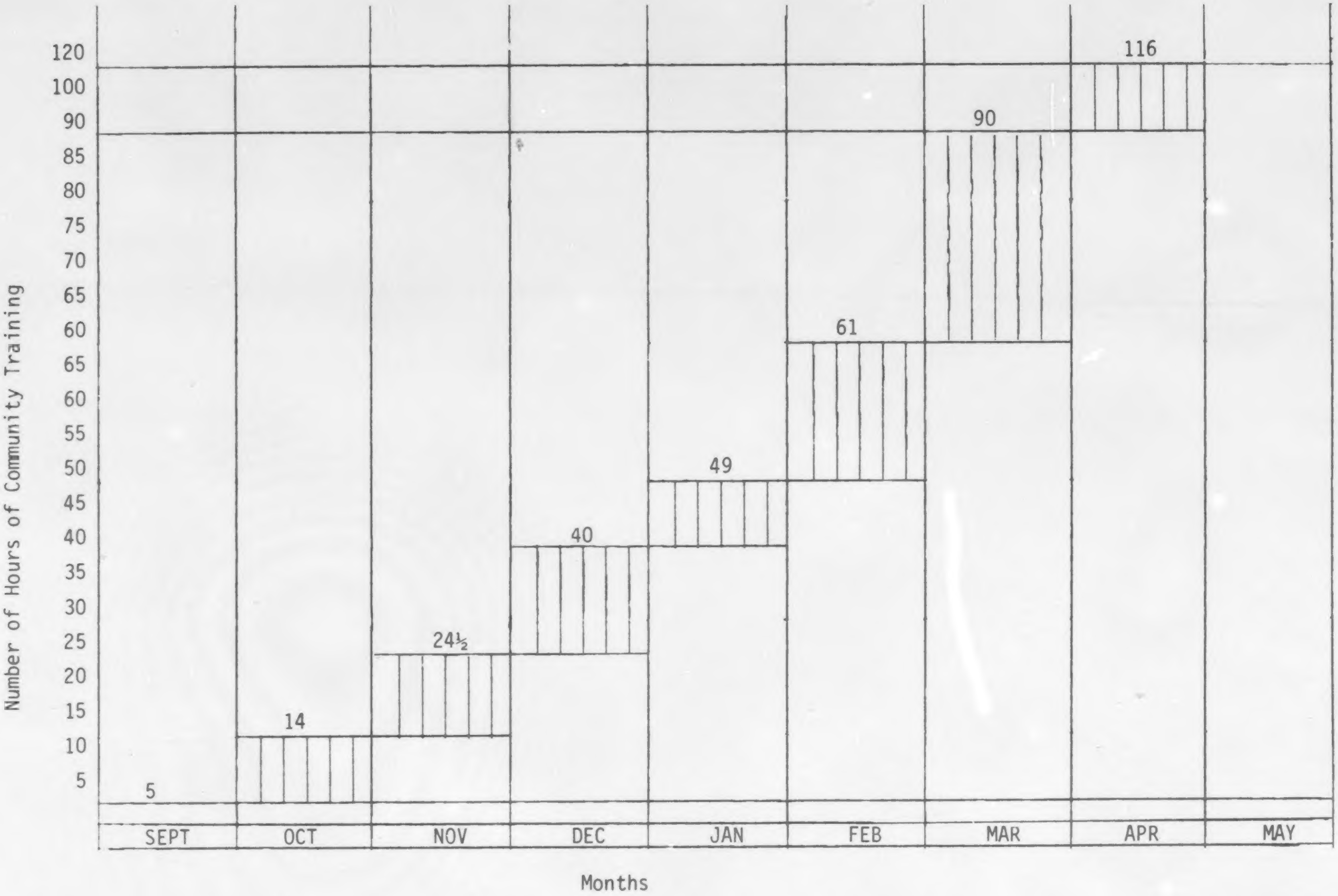


Figure 18

Community Training Hours

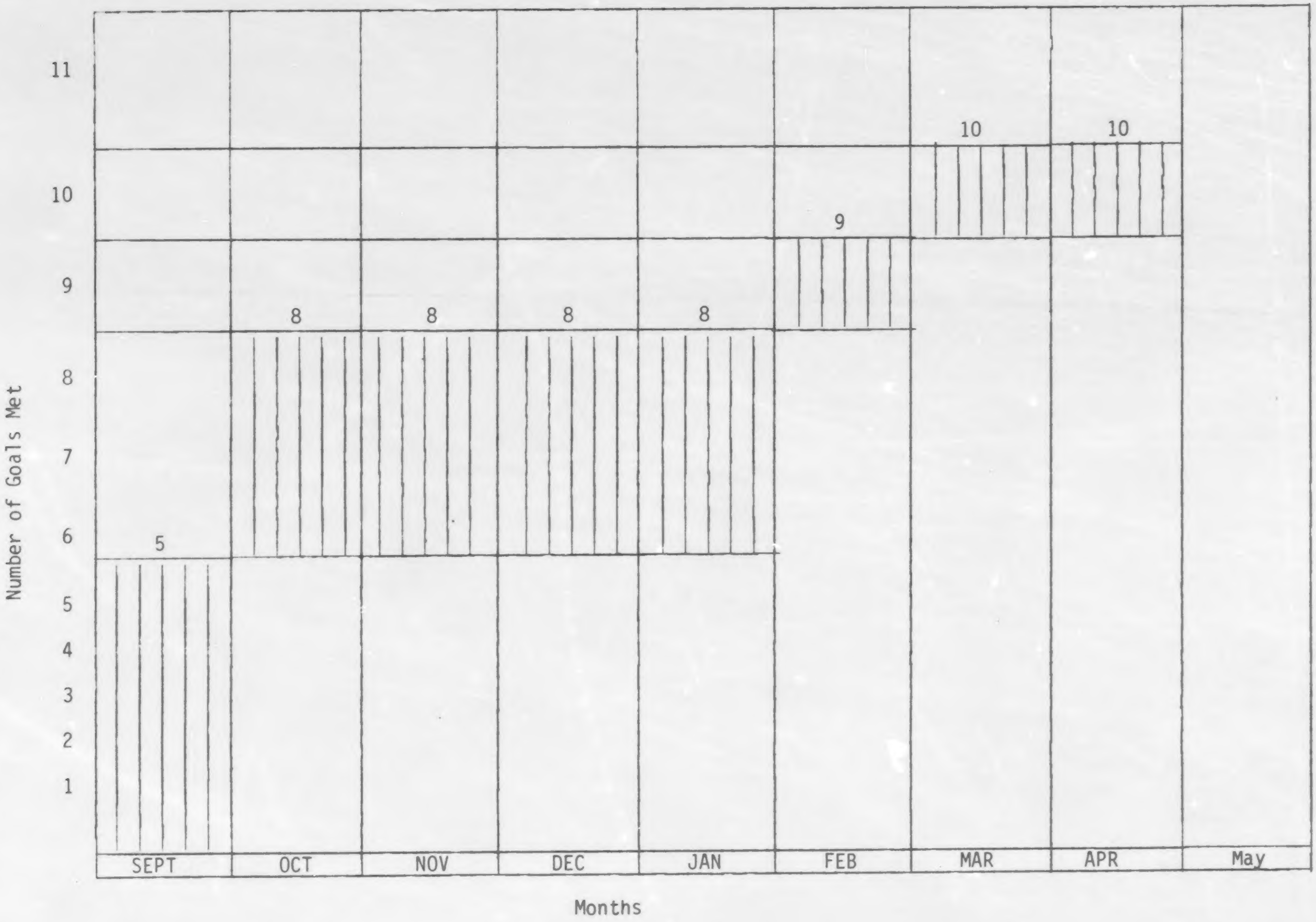


Figure 19

Cumulative Number of Goals Met on Monthly Basis

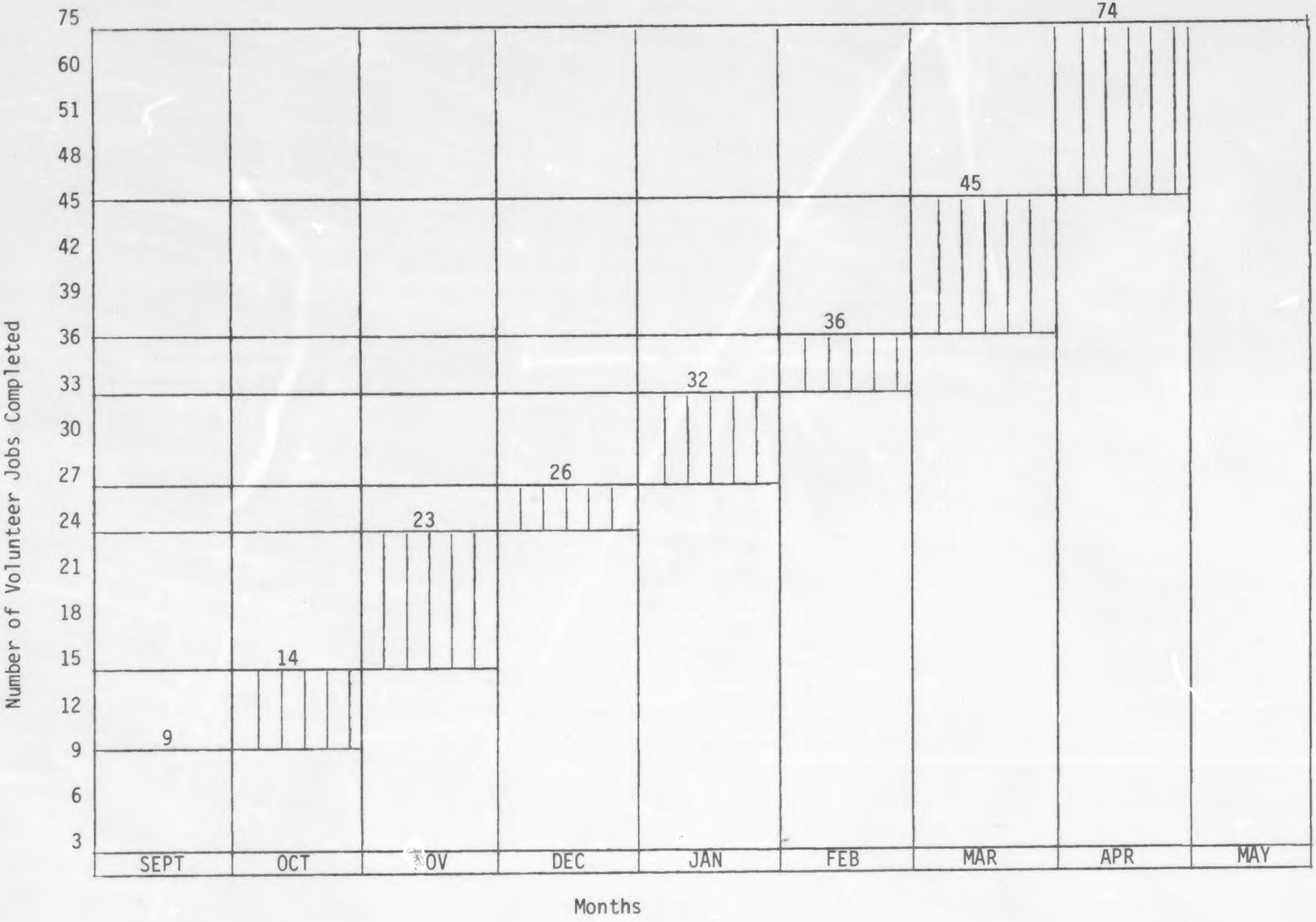


Figure 20

Cumulative Volunteer Projects Completed

168

167

One aspect unique to Project STEP was the involvement of a sixth grader from the neighboring elementary school as a volunteer. This girl was involved in the Gifted and Talented program. At the end of the school year, she was asked to prepare a statement regarding her feelings of working with Project STEP. While her report does not comment on the value of vocational training per se, it reflects the ultimate goal for handicapped individuals, i.e. acceptance. She wrote:

> "Hi! My name is Paige Crane. I'm in sixth grade at Pickwick School. I've been going over to Smith-Warren School to work with the STEP Program since the beginning of the year.
>
> It has been a great experience for me to work with these kids. I've learned that they are people too.
>
> I have been working with the kids to help teach them skills they'll need for jobs. But most of the time, I just walk around the classroom helping them.
>
> Most of all, I have learned that each person has a different personality and we should treat them like anyone else."

In summary, Project STEP has been an extremely rewarding experience for the staff, students, and Ottumwa community. Through the efforts of staff and students, the community has developed a better understanding about the purpose and goals of educational programs for handicapped individuals. It is the hope of the Smith-Warren staff that participated in Project STEP, that this chapter has offered suggestions and ideas that help other schools develop a community/vocational training program feasible for their own communities.

Conclusion

Project STEP is an ongoing curriculum and training component at the Smith-Warren School. To promote continued development of Project STEP, the staff developed specific program goals for 1981-1982. These goals are consistent with the Projects overall philosophy of preparing the students to participate as independently as possible in all aspects of community life.

Chapter 5

IOWA CITY WEST HIGH, 1980-81

John Nietupski, Shannon Sullivan-Channon
and Ruth Ann Schmidt

Chapter 5

INTRODUCTION

Description of Students, Staff, and Classroom

A MDT (Mental Disabilities Trainable) class at Iowa City West High School participated in Project AMES during the 1980-81 school year. The class was comprised of eleven students (7 males, 4 females), ages 13-16. Students ranged in communication skills from two who were nonverbal, to those who spoke in one or two word utterances but had severe articulation difficulties, to two students who generally spoke in complete sentences. All students were ambulatory, however, one student had mild cerebral palsy which affected her fine motor skills as well as her gait. One student had been labeled autistic, exhibiting many "autistic" behaviors such as avoidance of eye contact, unusual speech, and the like. Behavioral skills ranged from one student who was extremely difficult to manage to two students who were extremely social and easily managed. All students were motorically imitative.

Permanent staff included a full-time teacher, one full-time aide, and one half-time vocational aide. In order to augment the staff, however, the classroom teacher sought out and was able to obtain additional personnel resources. Specifically, one student teacher from the University of Iowa, Department of Special Education,training program, worked in the classroom each semester. Additionally, the University of Iowa, Special Education Department, placed two minor practicum students (1-2 hours per day) each semester. One high school student also worked with the students one hour per day during the second semester. Arrangements were made for this student to receive high school credit for involvement in the program.

The classroom space was utilized for two purposes. One-half of the room contained traditional student desks for seat work and functional academics. The remaining half of the room was used as work sites. Long tables were used for the collating, folding, envelope stuffing, and other clerical-type tasks. Figure 1 illustrates the classroom arrangement.

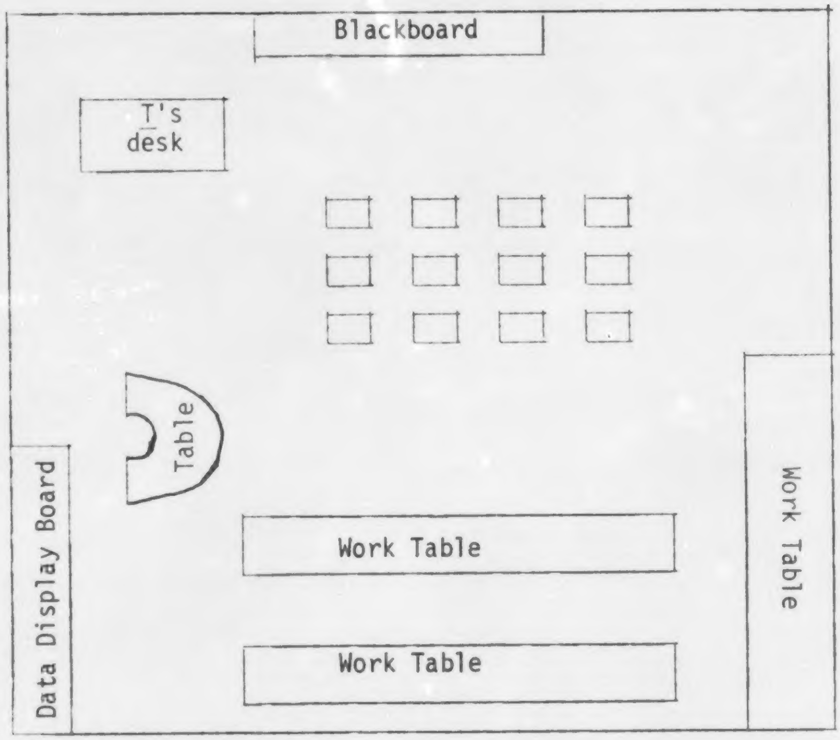

Blackboard
T's desk
Table
Data Display Board
Work Table
Work Table
Work Table

Figure 1

Classroom Arrangement

Limited space at the high school precluded the use of a separate room as a work area. An obvious problem with working within the classroom is that the realism associated with a separate work area is difficult to simulate. The teacher attempted to overcome this obstacle, however, by holding vocational skills training during the same period each day, emphasizing to students that they were engaged in work, expecting and reinforcing work-related behaviors of punctuality, consistent work performance, and age-appropriate behavior in the work environment.

Program Components

There were two major program components. The first component involved teaching clerical-type tasks, such as folding, collating, stapling, envelope stuffing, and stamp/address label application. Work obtained within the school as well as from outside agencies and organizations provided ample opportunities to teach these skills. In addition to task acquisition itself, the teacher used the clerical tasks as vehicles for teaching task attending, task endurance, production rate, punctuality, appropriate dress, direction following skills, and appropriate response to supervisor feedback/criticism.

The second program component involved teaching skills that might be needed in competitive employment situations. School-based job sites involving food service work, janitorial service, and pop machine service were established. One community work site, at a local day care center, also was established. It is hoped that involvement in these types of training sequences will allow at least some of the students the opportunity of competitive, rather than sheltered, employment.

Description of Program Activities

At the beginning of the year, an inventory was conducted to determine sources for clerical-type work tasks. Within the school itself, personal contacts with teachers and administrators and requests via the school announcement sheet resulted in an ongoing supply of clerical work for the program (exams, handouts, readings, special mailings, sports program brochures). School-based clerical tasks generally involved the skills of:

a. Collating (from two-page to 30+ page tasks) and stapling;
b. Folding;
c. Attaching address labels;
d. Envelope stuffing;
e. Packaging;
f. Sorting mailings according to zip code;
g. Hole punching;
h. Sorting school mail by teacher name;
i. Stamping with pad; and/or
j. Placing stamps on envelope.

A similar inventory process was used to obtain school-based training sites on jobs that might have applicability to community-based competitive employment opportunities. Such school-based job sites included:

a. Filling three pop/juice machines - pay provided by student senate from the profit on pop/juice sales;
b. Filling a candy machine - pay provided by student senate from the profits obtained;
c. Pop can reclamation - 5¢ refund per pop can cleaned and turned into a reclamation center;
d. Cleaning 48 lunchroom tables;
e. Cleaning tables in teacher's lounge;
f. Sweeping lunchroom floor;
g. Filling paper towel dispensers throughout school;
h. Concession stand cleanup (empty trash, empty room, sweep, mop); and
i. Dishwashing site in school cafeteria (loading and unloading dishes, silverware, and trays on conveyor belt).

A more extensive inventory was conducted to determine community sources for clerical and nonclerical work materials and work sites. The teacher and AEA consultant talked with other building staff and searched the telephone book and newspapers to develop a list of community organizations. Telephone contacts were then made and, in many cases, work was obtained. Organizations and types of jobs provided were:

1. Kirkwood Community College - several mailings in which students were to collate, staple, fold, stuff, label, and sort by zip code.
2. Iowa State Tax Form job obtained through Nelson Adult Activity Center involving gluing return envelopes into tax form on specified page.
3. University of Iowa, Department of Special Education, job involving collating, folding, and stapling.
4. University of Iowa, Department of Secondary Education, job involving collating and 3-hole punching of collated material.
5. Grant Wood Area Education Agency job involving collating, stapling, folding, stuffing, labeling, sorting by zip code, and counting.
6. Linn-Mar Printing Company job involving collating, stapling, 3-hole punching, folding, stamping, and bundling.
7. St. Andrew's Church job involving collating, stapling, folding, stuffing, labeling, sorting by zip code, and counting the monthly newsletter.
8. Day Care Center job involving assisting young children with getting clothing on/off and supervising them in the play area.

Scheduling Considerations and Staff Deployment

At the beginning of the year, most jobs were clerical in nature, and could be performed in the classroom work place, thus minimizing scheduling and staff utilization problems. However, as more school-based job sites were obtained, scheduling became a major concern. When a new school-based job site was secured, a staff member would perform the job to determine its requirements (task steps, job complexity, motor skill requirements, social skills, norms for job duration, etc.). Initially, a student would be matched to the new job on the basis of his/her skill repertoire. That is, if the job demands seemed well within the student's present or near future capabilities, in terms of physical motor requirements, social skills, and language skills, he/she was placed on the job. This was done to provide the student with a success experience. Additionally, it minimized the demands on the staff member who otherwise might be required not only to learn the new job but also to deal with a particularly difficult-to-teach student. During the course of the year, after staff members were more familiar with the jobs, more difficult-to-teach students were rotated into the job site.

Initial instruction on acquisition of the task steps/sequence was provided in a one-to-one arrangement whenever possible. In this manner, the staff member could intervene quickly to correct errors. As the student demonstrated skill acquisition, a higher ratio could be employed if several job slots were available in one area of the school. Thus, after one student was taught to fill a pop machine rather efficiently, another student was provided training. In this manner, the staff member could gradually withdraw his or her attention from the first student and direct a greater proportion of his/her training efforts toward the second student. In general, when rotating students through the job sites in which a 2:1 or 3:1 ratio existed, we attempted to introduce only one new student at a time at these sites. The skill levels of the one or two hold-over students thus allowed the staff member the flexibility of concentrating more heavily on the new, less skilled student.

While the schedule varied on the basis of number of new job sites, time constraints in the form of when a job was to be completed, number of staff, scheduled school events, and so forth, the following schedule (Figure 2) represents how instruction might have been organized during a typical day once a variety of job sites had been obtained, analyzed, and training had been underway.

DESCRIPTION OF SELECTED PROGRAMS

As indicated above, the two major program components involved clerical job task training and training on skills that might result in competitive employment opportunities. Representative samples of the various training program components will be provided and discussed below.

10:00-10:30

Staff	Student	Task
T_1	$S_1 + S_2$	Pop Machine 1 + 2
T_2	S_3	Pop Can Reclamation
T_3	S_4	Paper Towels in Women's Restrooms
T_4	S_5 - S_{11}	Clerical Tasks in Classroom
(and others, if available)		

10:30-11:00

T_1	$S_5 + S_6$	Juice and Candy Machine
T_2	S_7	Concession Stand Cleanup
T_3	S_8	Paper Towels in Other Areas of School
T_4	S_1 - S_4	Clerical Tasks in Classroom
	S_9 - S_{11}	

11:30-1:30

T_1	S_9	Dishwasher (Including Lunch Break)

(Later, regular kitchen staff assumed supervision, with back up provided by classroom staff as needed.)

12:50-1:40

T_2	S_{10}	Pop Machine in Teacher's Lounge Clean Tables in Teacher's Lounge
T_3	S_{11}	Clean Cafeteria Tables
	S_7	Sweep under Lunch Tables in Cafeteria

Figure 2

A Sample Schedule

An Example of Instruction on Clerical Tasks

A variety of clerical tasks were obtained during the school year. When a job was obtained from the school or an outside agency, classroom staff performed the task to familiarize themselves with its component steps. Norms for that task were obtained by averaging the production rates of at least three staff members.

Students initially were assessed to determine whether they could perform task steps. Figure 3 provides a sample task analysis for a three-page collating task with simulated assessment data. If students did not perform the task steps correctly, as in the case of "Bill", they received instruction on job skill acquisition. If students performed the task steps correctly, as in the case of "Tina", their rate of performance was assessed, compared to the norms established by the classroom staff, and if necessary, procedures were instituted to improve rate of performance.

Instructional procedures for task acquisition generally involved a test-teach paradigm in which students performed task steps until an error occurred and then received corrective feedback by a staff member. A heirarchy of correction procedures was utilized with students receiving only the minimum assistance necessary to perform the correct response. Errors initially were corrected with a verbal cue ("No, pick up the paper."). If a verbal cue produced the correct response, the student was allowed to continue. If not, the staff member modeled the correct response and directed the student to imitate the model. In general, modeling was sufficient to produce the correct task action. However, physical guidance was used in the rare instances in which modeling was not effective.

Students were consequated for correct responses with verbal praise. As students acquired the task steps, praise was faded to an intermittent schedule to more closely approximate reinforcement conditions in an actual work situation.

A variety of procedures were used to facilitate improved production rate. Prior to each work session, students were shown their graphs illustrating the previous day's production rate and informed that they were to exceed that rate in order to receive a reinforcer. Reinforcers varied from student to student. One student, for example, did not find monetary incentives, knowledge of improved performance rates, or the task itself reinforcing. Thus, the teacher initially provided a nickel for improved performance which could be exchanged immediately for back-up tangibles such as pop, chips, pencils, etc. in the classroom store. It was hoped that this pairing would allow money to acquire reinforcing properties for the student. Other students found money more reinforcing and while they received the nickel each day, were able to delay the exchange until the end of the week. Other students were motivated by the knowledge that their performance had improved. These students received daily feedback on their performance, occasional "Worker of the Week" awards for particularly outstanding performance, and "pay" checks once per month with earnings based on production rate.

TASK STEPS	STUDENTS							
	Bill	Bill	Tina	Tina				
1. Grasp Page 1 (P_1)	+	+	+	+				
2. Grasp P_2	+	+	+	+				
3. Place P_2 under P_1	-	-	+	+				
4. Grasp P_3	+	+	+	+				
5. Place P_3 under P_2	-	-	+	+				
6. Allign by tapping on table top	-	-	+	+				
7. Insert upper left corner 1/2" into staples	-	-	+	+				
8. Staple	+	-	+	+				
9. Place in pile	+	+	+	+				

Figure 3

Sample Task Analysis and Fabricated Assessment Data for a Three-Page Collating and Stapling Task

Since immediate tangible reinforcement systems do not typically operate in post-school work environments, it is extremely crucial that the reinforcement system gradually change to reflect closer approximations to real world requirements. In the case of the first student mentioned above, the teacher gradually changed the exchange schedule so that, while nickels were provided each day, the student was allowed to purchase back-up tangible reinforcers three times per week (Monday, Wednesday, Friday), then twice per week, then only once per week on Fridays. Once the student could delay the exchanges for one week, the teacher instituted a procedure whereby at the end of the daily work period, the student's performance was graphed, compared to the goal set for that day, and if the goal was reached, a "check" was written out to the student indicating that he had earned his nickel. At the end of the week, the number of earned nickels was tabulated and the student was allowed an exchange opportunity. Still later, daily feedback regarding production rate was provided with weekly determination of earnings and a weekly check provided which could then be exchanged or saved for more expensive items in the school store. Finally, daily feedback, occasional worker of the week awards, and less frequent pay checks (e.g., every two weeks, then three weeks, then monthly) were provided.

Task attending data were obtained at least once per week for each student. A time sampling procedure was employed to collect attending data. The work period was divided into 10 equally-spaced points in time. Thus, a 10:00 to 10:30 work period might be divided into time points marked 10:03, 10:06, 10:09, etc. Or if several students were to be observed, the first might be observed at 10:01, 10:04, 10:07, etc.; student 2 at 10:02, 10:05, 10:08, etc; and the third at 10:03, 10:06, 10:09, etc. At the designated time points, the staff member would look at the student whose attending performance was being evaluated and would record whether (+) and not (-) they were attending to task. A percentage figure was derived by dividing the number of plusses by the total number of data points (usually 10).

An arbitrary figure of 80% was selected as an adequate attending level. In retrospect, a better procedure might have involved observation of workers in real-world work settings who were rated by supervisors as on task an acceptable portion of time for purposes of establishing social validity of attending norms.

Selected Results. During the school year, students completed:

1. 45,000 school-obtained collating and stapling units;
2. 12,500 folding and envelope stuffing units;
3. 1,800 units in which stamps were placed on envelopes;
4. 54,000 tax forms;
5. 7,800 total monthly flyer units for a local church (1,300 x 6 mo.)
6. 3,000 collate, fold, staple, and sort by zip code units for Kirkwood Community College;
7. 1,000 collate, fold, and staple units from AEA 10;

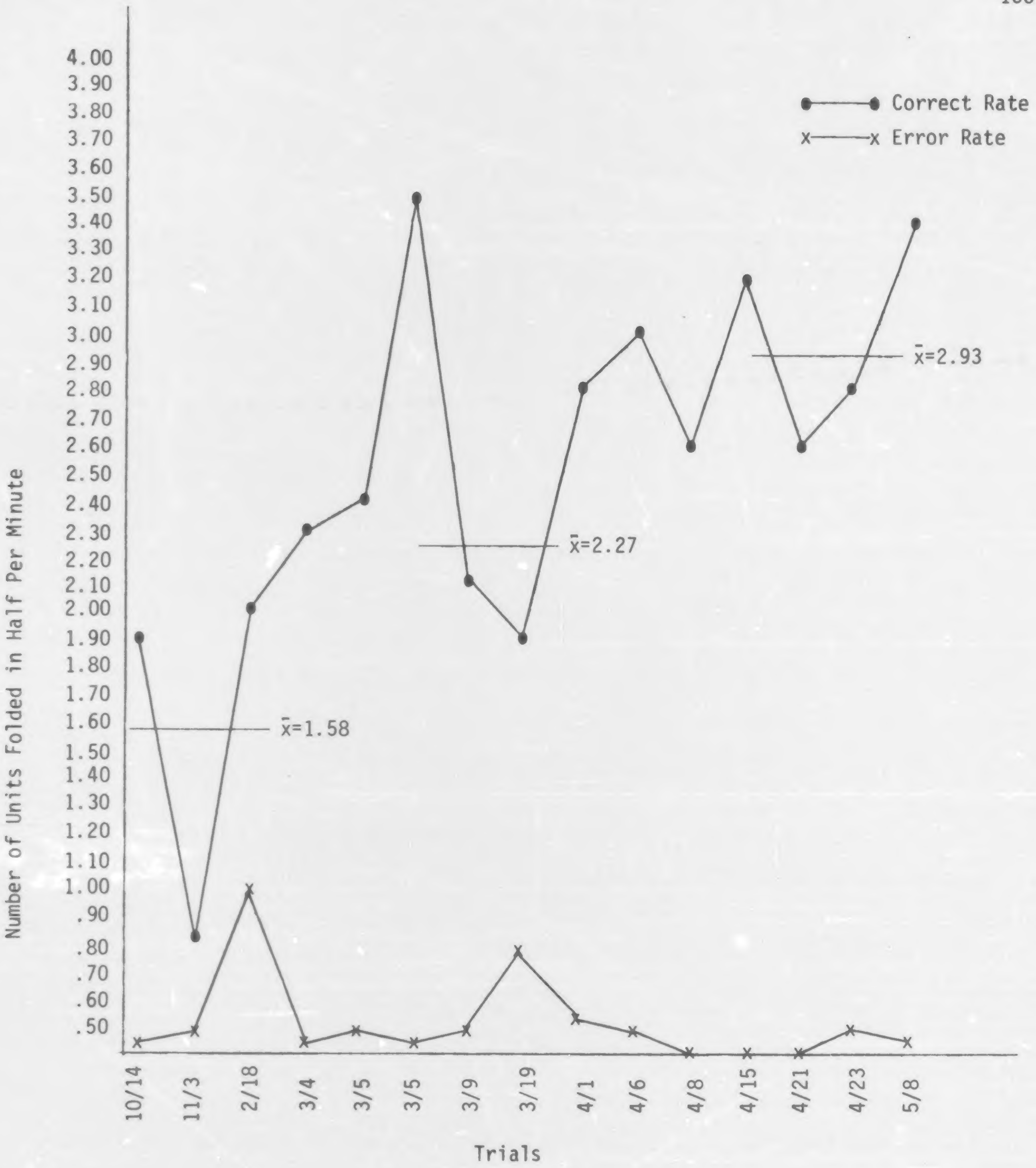


Figure 4

Rate Data for a Student on a Folding Task
(Norm=7.93/min.)

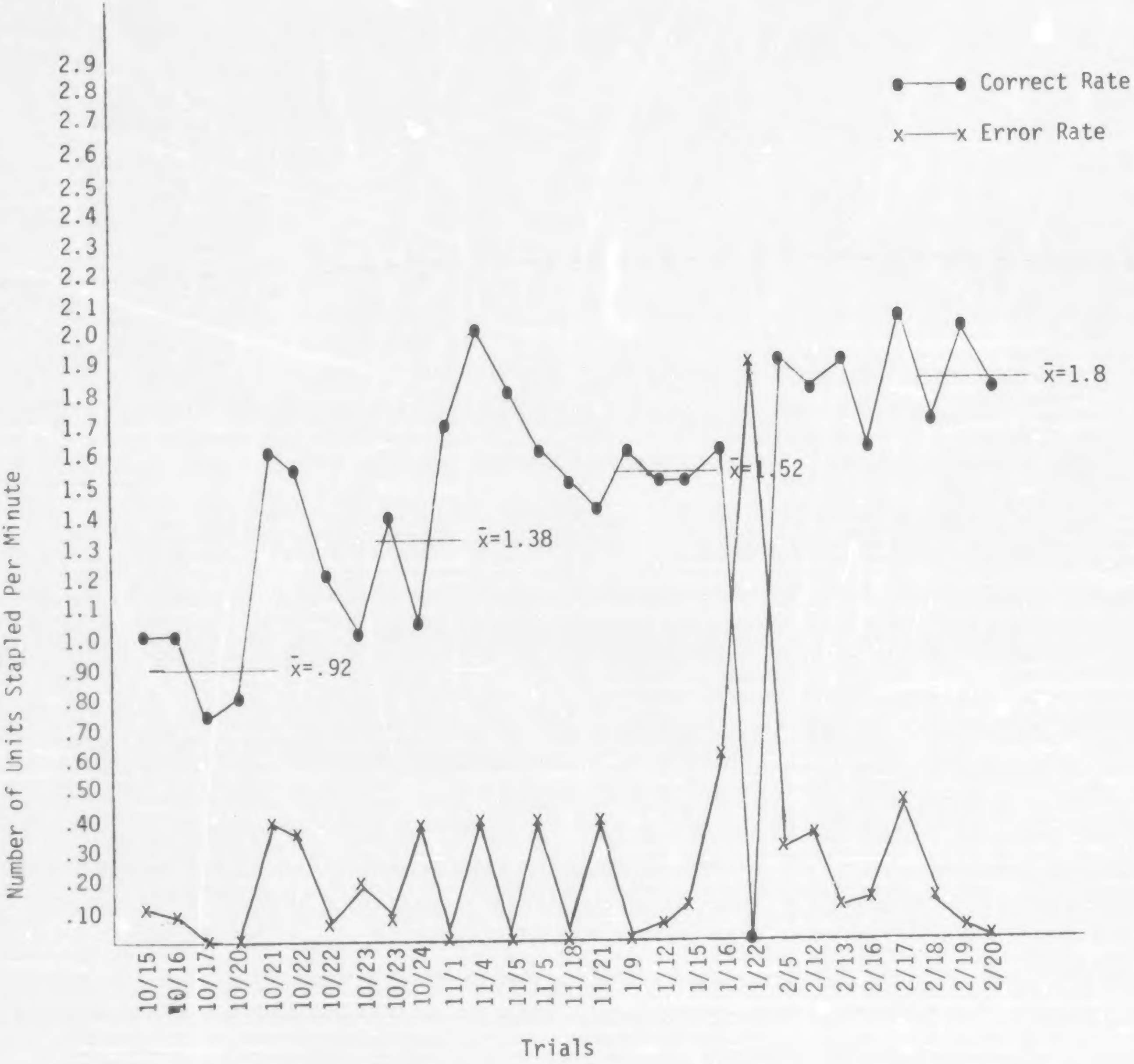


Figure 5

Rate Data for a Student on a
Two-Page Collate and Staple Task
(Norm=9.33/min.)

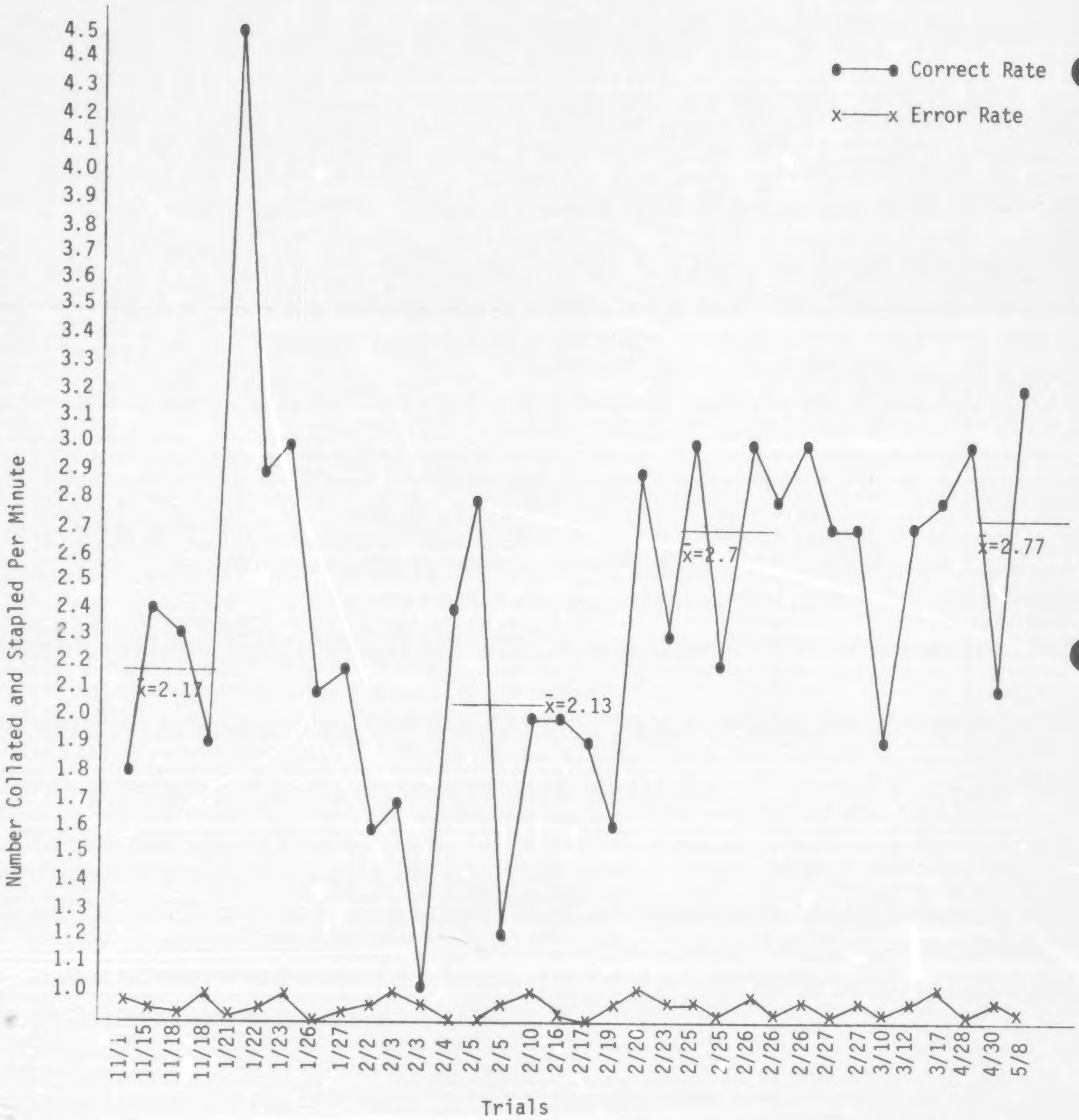


Figure 6

Rate Data for a Student on a
Two-Page Collate and Staple Task
(Norm=9.33/min.)

8. 1,500 collate and staple units from University of Iowa, Department of Special Education;
9. 1,000 collate and 3-hole punch units from University of Iowa, Secondary Education Department;
10. 2,000 3-hole punch units, from University of Iowa, Secondary Education Department;
11. 3,200 collate, staple, fold, and stamp units from Linn-Mar Publishing Company; and
12. An inestimable number of memo/mail units sorted into teacher mailboxes.

Few students required extensive instruction on task step acquisition. Those few who did, acquired the task steps within a short time period through the verbal cueing and modeling procedures described above.

In terms of production rates, while no students achieved the normative production rates established for the tasks, progress was noted for all students. Progress ranged from those students who demonstrated considerable and rather rapid improvement (Figure 4) to students who demonstrated slow, but consistently improving performance (Figure 5) to those who exhibited erratic, but improving performance (Figure 6).

One problem which might have contributed to the lack of attainment of normative production rates was the wide variety of clerical tasks obtained from the school and community. In that obtained work might take the form of collating tasks on one day, folding on another, 3-hole punching the next day, envelope stuffing the next and so forth, several days or longer might intervene before students would repeat a task. In order to provide more consistent instruction, performance of similar tasks (e.g., collating and stapling) might be provided until relatively proficient performance is achieved. Thereafter, different tasks might be introduced. Obviously, little control can be exerted over the type of work needed in the school or community. However, it might be beneficial to select one type of task and train toward proficiency prior to introducing new tasks.

With respect to task attending, students showed remarkable improvement. At the beginning of the year, percentage of time on task was extremely low (10%-50%). By the end of the school year, the attending data generally ranged from 85% to 100%.

An Example of a School-Based Job: Filling Pop Machine

Regular schools have a variety of jobs which are performed by nonhandicapped students. By inventorying the school, a classroom teacher can determine job possibilities for his/her students.

The pop machines in the cafeteria and one in the teacher's lounge previously were filled by nonhandicapped students with profits from sales going to the student senate. The classroom teacher was able to obtain these jobs for her students, and part of the proceeds went to the students for the service they provided.

Once the job was obtained, a staff member performed the task steps and generated a task analysis (Figure 7). Students were taught these task steps using the verbal cueing; modeling, and physical guidance procedures discussed above. Students were paid 25¢ for each trial in which a greater number of task steps were performed correctly.

Normative data regarding the amount of time needed to perform the job were obtained. The performance of three nonhandicapped high school students was averaged to determine the norm. Once the MDT students acquired the task steps, their pay was made contingent upon successively closer approximations to the norm time.

Attending data was collected as discussed above. Since the cafeteria contained numerous distractors as a result of its use as a free period center, a lower figure of 70% was established as an adequate attending level.

During the school year, eight students participated in the pop machine jobs. Of that number, four reached criterion on the task. Additionally, all students showed rate improvements. In one case (Figure 8) a student improved his performance by 19 minutes from the average of the first three trials ($\bar{x}$=53 min.) to the average of the last three trials ($\bar{x}$=34 min.). In another case (Figure 9), a student's average time for the last three trials was 22 minutes, with two of his last four trials below the established norm of 20 minutes. Once again, improvements in attending data were noted, ranging at the end of training to between 70% and 85%.

Other school-based jobs and a summary of student performance include:

1. Cleaning the concession stand in which a student was required to perform a 61 step sequence (Figure 10) within 25 minutes. Two students were rotated through this job, with instruction provided three times per week. One student acquired all 61 steps. Performance times for this student improved to within the 25 minute limit established for the task.

2. Filling paper towel dispensers in women's restroom, home ec rooms, school nurse's office, and school office. Three students were rotated through this job. All performed at criterion level and within an acceptable time period.

3. Filling candy machine in the cafeteria. Two students participated in this job. Neither reached criterion on the task. In both cases, students experienced difficulty when stock of a particular item ran out and they were required to make decisions regarding a different item to load into the machine. When all items were in stock, the students performed the task correctly. This experience suggests the need for more frequent practice on problem solving responses to these and similar situations which require judgements.

1. Obtain keys (storeroom and machine);
2. Walk to janitor's room;
3. Obtain cart in janitor's room;
4. Walk to storeroom;
5. Unlock door;
6. Push cart inside;
7. Load cart with 1 case each type of pop;
8. Open storeroom door. Pull/push cart outside;
9. Lock storeroom door;
10. Push cart to machine; Unload cart near machine;
11. Unload cart near machine;
12. Unlock and open machine;
13. Fill each row with cold pop stored at bottom of machine;
14. When row of pop is not full, open case of that pop;
15. Fill each row that has that pop in it;
16. If row is full, and have complete 6 pack put 6 packs in box on cart.
17. If row is full and have incomplete 6 packs, store it under rows in machine;
18. If pop cases are gone and rows still empty, take out checklist;
19. Mark checklist re: pop needed to fill rows;
20. Shut and lock machine;
21. Take cart (with extra 6 packs loaded) to storeroom;
22. Unlock door. Push cart inside;
23. Put extra 6 packs away;
24. Load cart with pop checked on list;
25. Follow steps 8-17 until all rows are full;
26. When all rows are full shut and lock machine;
27. Clean area;
28. Take boxes to dumpster;
29. Put cart back in janitor's room;
30. Go to classroom and put keys away.

Figure 7

Task Analysis of Pop Machine Job

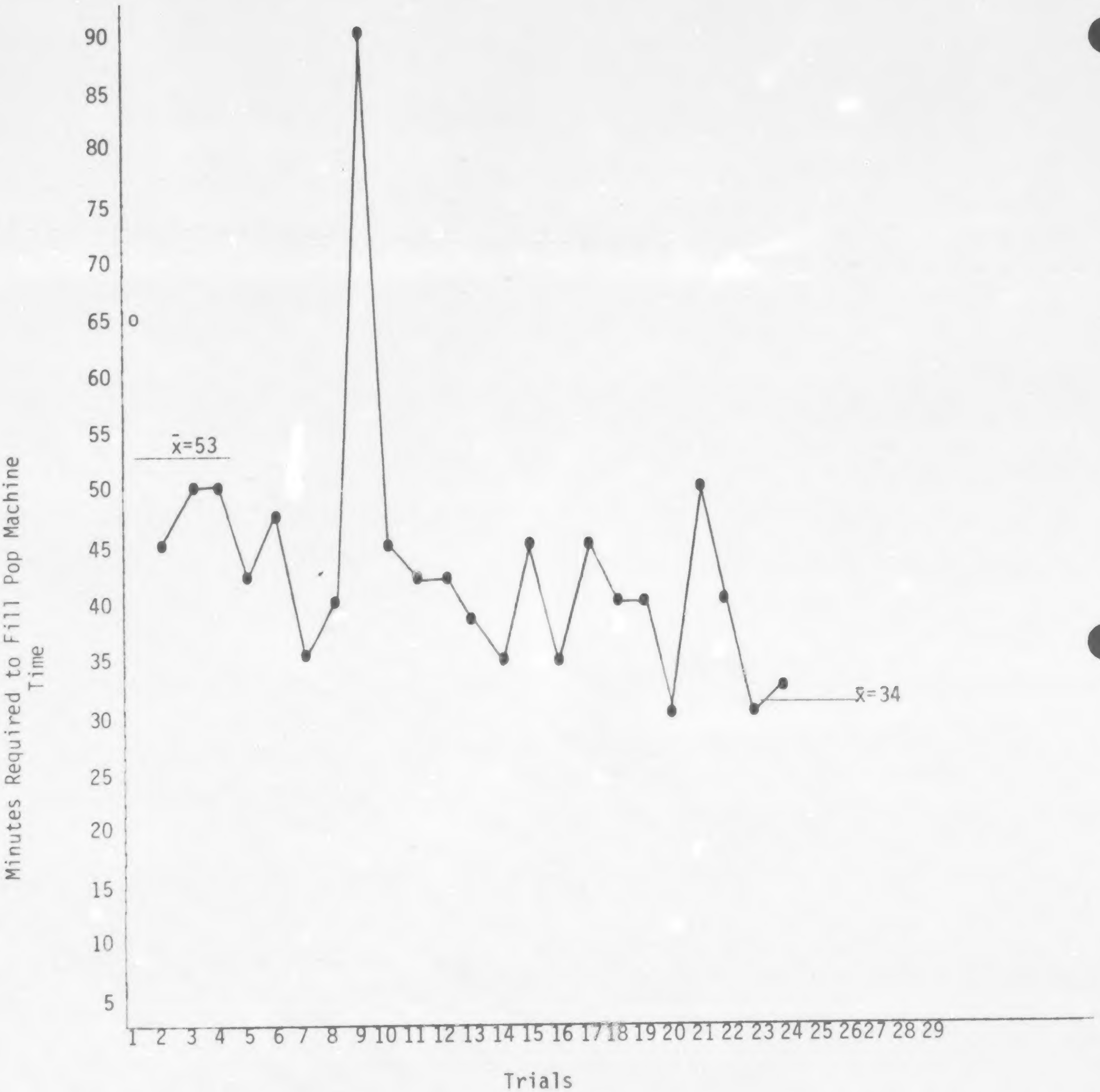


Figure 8

Timed Performance of Student X for Pop Machine

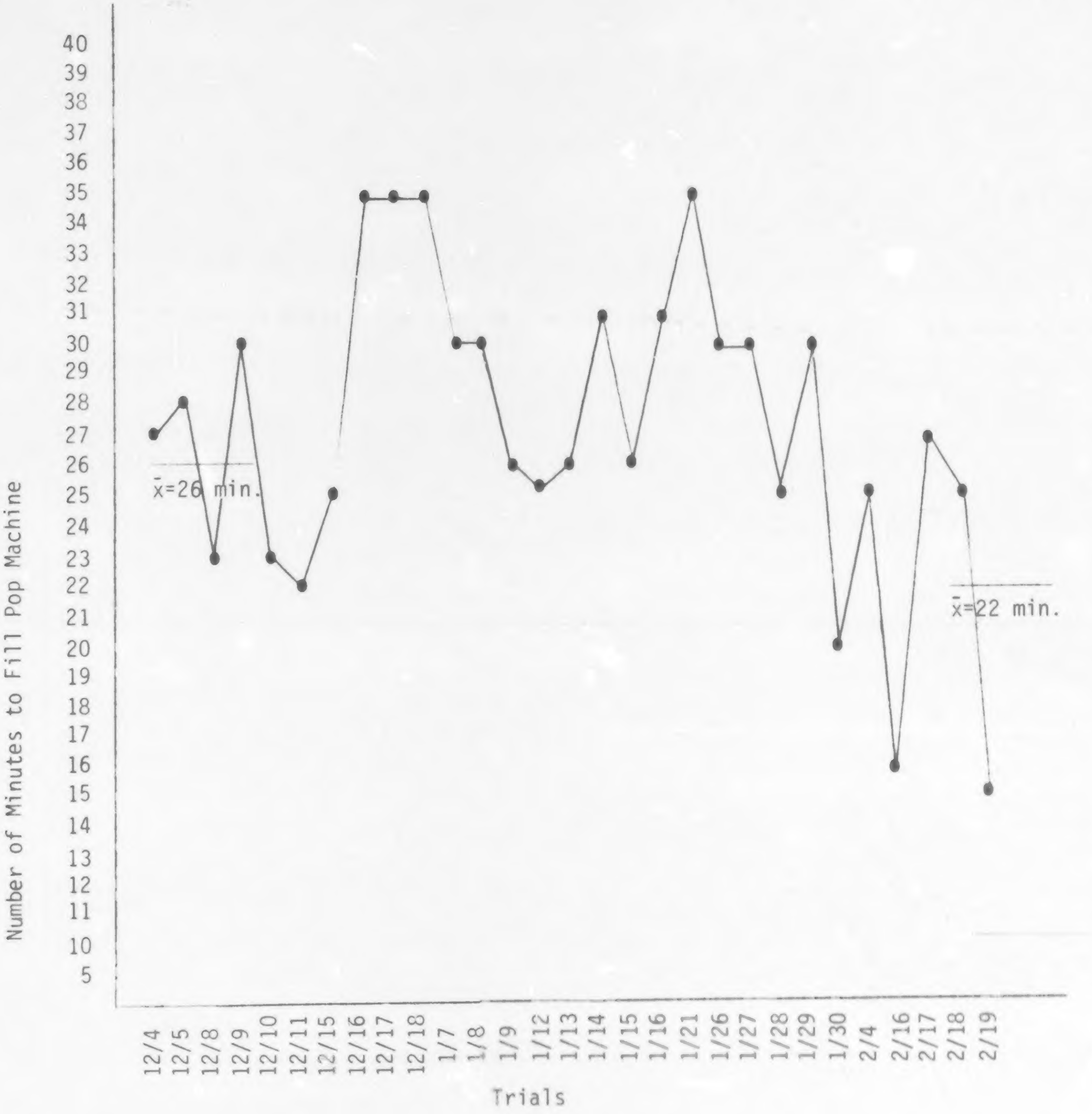


Figure 9

Time Performance of Student Y on Pop Machine

1. Obtain key to concession stand;
2. Obtain mop from cafeteria and take to concession stand;
3. Unlock concession stand door;
4. Put key into pocket;
5. Turn on light;
6. Get 1 garbage bag from shelf above pop machine;
7. Empty garbage from 4 garbage cans into bag;
8. Place garbage bag and can outside concession stand;
9. Remove smaller, movable wooden concession stand;
10. Remove 2 trays;
11. Remove popcorn machine;
12. Obrain broom and dustpan;
13. Sweep entire room;
14. Sweep dirt outside concession area;
15. Sweep the dirt into dustpan;
16. Dump dirt from dustpan into garbage bag;
17. Remove coke jug from beneath coke machine;
18. Remove drain from coke machine;
19. Obrain sponge from shelf;
20. Take sponge, drain and jub outside;
21. Get mop and squeeze out excess water;
22. Mop entire floor;
23. Let dry a few minutes;
24. Replace wooden concession stand;
25. Replace popcorn machine;
26. Replace 2 trays;
27. Replace 4 garbage cans;
28. Replace broom and dustpan;
29. Tie garbage bag securely;
30. Turn off light;
31. Take key out of pocket;
32. Lock door;
33. Take sponge, drain, jug with you;
34. Ask custodian to unlock boy's bathroom door;
35. Turn on water in sink;
36. Rinse off drain;
37. Rinse out coke machine jug;
38. Wet sponge;
39. Turn off water;
40. Rinse out sink;
41. Rake sponge, drain and jug back to concession stand;
42. Take key from pocket;
43. Unlock door;
44. Replace key in pocket;
45. Turn on light;
46. Replace jug underneath coke machine;
47. Take wet sponge and wipe out portion underneath coke machine drain;
48. Replace drain in coke machine;
49. Remove cups from on top of coke machine;
50. Take sponge and wipe off top of coke machine;
51. Replace sponge on shelf;
52. Turn off light;
53. Take key from pocket;
54. Lock door;
55. Take garbage bag and mop to cafeteria;
56. Leave mop where is was found;
57. Ask custodian to lock up boy's bathroom door;
58. Take garbage bag to dumpster;
59. Go to room;
60. Put keys in appropriate place;
61. Sit down quietly at desk.

Figure 10

4. Removing trays, dishes, and silverware from cafeteria conveyor belt and stacking on shelves. Three students participated in this job. With the first student, classroom staff initially provided the supervision. However, cafeteria staff expressed an interest in supervising our students and soon took over this responsibility. The first student performed exceedingly well. Basically,she acquired the task steps in a several day time period. Her performance time was considered acceptable by the cafeteria supervisor. She received $1.50/hour plus lunch daily. Several months after obtaining the job, the cafeteria supervisor asked that the student be dropped from the job for personal hygiene reasons. This obviously points up a need for increasing training in this area.

   Two other students were provided training later in the school year. These students took several weeks to learn the task steps and made more gradual improvements in their performance rates. They too were paid $1.50/hour and provided a hot lunch daily.

   An obvious advantage of the cafeteria job is its applicability to a community-based competitive work situation. Attempts will be made next year to obtain a community dishwasher site. Additionally, this job requires and allows for more extensive contact with nonhandicapped persons, thus preparing them for the heterogeneous world. Our students ate lunch with the nonhandicapped cafeteria workers and learned to behave in a socially appropriate manner.

5. Cafeteria clean-up--washing tables and sweeping floors. Six students were involved in this activity during the school year. Students were expected to wash and dry 48 lunch tables and sweep the cafeteria floor. Four of the six students reached criterion on the task steps. While none performed within the norm time, all made progress in this area.

6. Pop can reclamation. During the year, three students participated in pop can reclamation. This job required students to remove soda pop cans from the disposal areas, wash them, and stock them for return to a reclamation center. All three not only acquired the task, but performed in the 15 minute time period alloted.

Community Training Site: Child Care Attendant at a Day Care Center

Toward the end of the school year, the work experience coordinator for the MDE program informed the teacher of a possible nonpaid opening in a community child care facility. This job involved assisting preschool students with basic self-care skills (e.g., clothing removal, washing hands) and play area supervision.

The first student involved in the cafeteria dishroom site was selected for the day care position. Her performance was monitored by the work experience coordinator who reported that she did extremely well. In fact this student did so well she is to be enrolled in the EBCE program this fall so that more extensive training can be provided.

In addition to the job skills themselves, this student was taught to ride the bus from school to the day care center, cross a busy street after leaving the bus, and to take the correct bus back to school.

SUMMARY

Involvement in Project AMES has resulted in numerous benefits to the students of the Iowa City West High MDT program. Students acquired a variety of work skills and behaviors that, with further systematic training, should lead to more productive performance in post-school vocational environments.

It should be noted that during the year, scheduling and organization problems occurred due to the large number and variety of jobs and training sites. Additionally, difficulties were encountered in consistently obtaining data to document program effectiveness. Problems such as unavailability of equipment and the like often interfered with student performance. And finally, more community-based vocational sites, as well as domestic living, community-functioning, and recreation/leisure skill programs will be needed if this year's efforts are to expand in subsequent years. While these problems were encountered, this year's experience should provide direction for solving several of these problems. By limiting the type of clerical tasks worked on at during any particular time period, more rapid production rate increases might be obtained. Use of periodic probe measurement techniques might satisfy the need for accountability without inundating staff with means of data. Community inventories conducted this year have given us a better knowledge of the Iowa City community which should help in the identification of community work sites as well as training sites for the other skill domains.

Finally, this year's efforts toward the development of functional curriculum content resulted in the initiation of a system wide effort to develop such curricula for the MDT and severely/profoundly handicapped student within the Iowa City area. It is hoped that the pooled efforts of the teachers within the system will make it easier for any one teacher to develop functional programs to better prepare students for post-school life.

Chapter 6

Community and School-Based Vocational Training: The River Hills Program

Susan Hamre-Nietupski, Russ Negley, Jeff Smith,
Opal Walther, Karen Jardine, and Marv Mattfeld

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Chapter 6

I. Introduction

River Hills School is a self-contained school located in Cedar Falls, Iowa. The school population consists of students considered "moderately/severely/profoundly handicapped." Beginning with the 1980-81 school year, River Hills has been one of the target sites for extension of aspects of the "Project AMES" vocational training program.

During the 1980-81 school year, major emphasis has been placed on providing community and school-based vocational training which is age appropriate and functional. Although much new effort has been placed into providing appropriate vocational training this year, this is not the first year that some aspects of vocational training have been carried out. In past years, some older students have been involved in simulated work tasks and work related skills in their classrooms and around the school building, volunteer work tasks (such as for "Easter Seals"), community functioning skill training, and some community job-site exposure. The 1980-81 year represents a more coordinated effort on the part of staff to insure that students are involved in appropriate community and/or school-based vocational training as a major portion of their school week.

Forty (40) students, ages sixteen-twenty-one years, comprising the "Senior Team" have received the most intensive vocational training this year. The students generally function in the moderately mentally retarded range with some accompanying physical handicaps due to cerebral palsy, hearing impairments, visual impairments, and behavioral difficulties. The "Senior Team" training has been conducted by four classroom teachers. Vocational training also has been initiated for students who are younger and/or lower functioning. Twenty-two (22) students considered "severely handicapped" are involved in vocational training for short blocks of time on 3-5 days each week. Twenty-seven (27) younger students considered "moderately handicapped", ages nine-eleven years, comprise the "Junior Team"; they are involved in vocational training for short blocks of time on two days each week.

In this paper, the authors intend to describe the following: (a) community-based training, (b) school-based training, (c) increasing parent/community awareness, (d) plans for expansion, and (e) a summary of the vocational training program.

II. Community-Based Vocational Training

Community Job-Site Training

Community job-site training involves placing a student in a real work situation with real tasks/materials, nonhandicapped co-workers, and more realistic job-related demands. The community-based training program is expanding rapidly. The following is a description of each community job currently being utilized as a vocational training site.

Schoitz Hospital Kitchen. In April, 1979, our first trainee was placed in the kitchen at Schoitz Hospital. Her job included making salads, serving on the food line, and wrapping silverware. During the fall, 1980, another position in the kitchen stockroom was initiated. This involved stocking deliveries, delivering food carts, washing pots and pans, stripping trays, and operating the dishwasher. Since April, 1979, eleven (11) student trainees have been placed in the kitchen area at Schoitz.

Aelman's Greenhouse. In the fall of 1979, a training position was opened at Aelman's Greenhouse. Due to the seasonal changes in the greenhouse work, the tasks differ from time to time. In the slow-paced fall and winter period, a trainee considered "slower functioning" is placed on the task of filling 12" x 24" flats with "bands" for planting in the spring. The spring brings increased activity and more difficult tasks so a trainee considered "higher functioning" is selected. This job includes mixing of potting soil, transferring of filled flats from the slanting area to the greenhouse shelves, watering, weeding, and some transplanting. Four (4) trainees have been involved in training at this site.

Immanuel Lutheran Church and School. In September, 1980, a trainee was placed as a janitor's helper for three days a week, two hours a day at this church site. The job includes cleaning tables, sweeping and mopping the lunchroom, and assisting the janitor in any other area. Three (3) students have received training at this site.

Bernie's Supermarket. In October, 1980, a site opened at Bernie's Supermarket. The job consists of sorting returned bottles and cans, stocking, sweeping, and emptying the trash. Two (2) students have received training at this site.

Schoitz Hospital Housekeeping. In March, 1981, trainees began work in the Housekeeping Department of Schoitz Hospital. The job consists of cleaning patients' rooms, sweeping and mopping the halls, and picking up the trash cart from different floors. Two (2) students are working at this site.

Schoitz Hospital Laundry. This Schoitz site also opened in March, 1981. The job consists of folding linens, towels, gowns and sorting them into delivery carts. One (1) student is working in this site.

Happy Time Day Care Center. A third site also opened in March, 1981, at the Happy Time Day Care Center. The job consists of working with young children as a teacher's aide. One (1) trainee is working at this site.

Community Survey

A community survey has been designed to determine potential training sites and community interest in taking River Hills' student trainees into a job site. The survey contents were determined by gathering suggestions from all staff members, as well as additional information from Rusch and Mithaug (1980), Vocational Training for Mentally Retarded Adults and forms employed in "Project AMES". The survey form was designed to give the staff a brief overview of a particular business. The community survey form will be utilized following initial person-to-person contact with potential employers. A copy of the community survey form is included in Appendix B.

Employers who have worked with River Hills students during the 1980-81 school year were requested to write a letter explaining work requirements of a trainee at the particular site. Copies of several of the letters received are included in Appendix C.

III. School-Based Vocational Training

Simulated Work Stations in the Workroom

Prior to the 1980-81 school year, River Hills did not have a simulated workroom. At this time, a large multipurpose room was converted into a vocational room with several work stations containing simulated work tasks. Attempts were made to select tasks which were as realistic as possible. Real work materials from local businesses or similar to those utilized in local businesses were used. Appropriate work habits, such as attending to task, safely listening to instructions, need for asking questions, and increasing production rate while maintaining accuracy were stressed.

Simulated work tasks at the work stations include the following:

(a) collating a book of ten pages;
(b) counting and packaging nuts and bolts;
(c) sorting pop and beverage cans into the proper distributor's boxes;
(d) envelope stuffing;
(e) trimming and bundling soup labels for redemption in 100's and 500's;
(f) paper folding and stapling; and
(g) sorting by color, size, shape, and placing discs in plastic bags.

The "Senior Team" consists of forty (40) moderately handicapped students, ages sixteen-twenty-one years. Thirty (30) of the "Senior Team" students spend time working in the workroom, the other ten (10) students are involved in daily vocational training in their own classroom. Twenty (20) of the students are scheduled three times a week for 45 minutes, and 10 others are scheduled three times a week for one hour. They are required to work all types of tasks. Emphasis is placed on increasing productivity and endurance, maintaining quality of work, and related work skills.

The "Junior Team" consists of twenty-seven (27) moderately handicapped students, ages nine-eleven years. All "Junior Team" students work in the workroom twice a week for 45-minute blocks. This serves as an introduction to a work-type setting with emphasis on increasing attention span while doing a variety of work tasks. Tasks involve: (a) sorting (e.g., bolts, spoons, nails); (b) packaging (e.g., pop lids); (c) paper folding (e.g., newspaper); (d) stuffing (e.g., envelopes of different sizes); (e) stapling; (f) collating; (g) stamping; (h) taping; (i) fastening (e.g., with brass fasteners, paper clips); (j) measuring (e.g., with liquids, with string); and (k) assembly (e.g., nuts and bolts).

Twenty-two (22) severely handicapped students, ages fifteen-twenty, also work in the workroom. They work three-five times a week for 30-minute blocks. They practice packaging with a template, envelope stuffing, sorting nuts and bolts, and rolling/banding a community circular. Emphasis is placed on increasing attention to task, completing a task, and asking for materials when necessary.

Simulated Work in a Classroom/Workroom

Ten students of the "Senior Team" are involved in a classroom which has been set up and is conducted as a workroom. Students in this room work on simulated work tasks with real materials for the major portion of each school day. The program is designed to assist students in acquiring general tool skills, work habits, and work attitudes that should improve their chances of securing and retaining employment.

The simulated work activities include disassembly, sorting, assembly, and packaging of real work materials. The mode of activity consists of assembly line and total unit production. Different degrees of complexity are provided from very simple assemblies to more sophisticated assemblies involving fine adjustments. The Cedar Falls Utilities and Iowa Public Service supply used electric meters of various manufacture and design. The student's task includes sorting out different models, disassembling some of the models, and stripping them down; these components then provide the materials for other related work activities.

Attempts are made to simulate a real work environment. Students start work by punching in on a time clock. They set up their work stations and secure the necessary materials and tools for the activity. A fifteen-minute break time for rest and taking care of personal needs is provided with the students again using the time clock to punch out and in at the appropriate times. The students are required to replenish their materials as needed and indicate their need for help when difficulties arise. The work period is three hours with the break at about the half-way point.

To make the work activities more realistic, the students are paid on either a piecework or flat rate basis (an explanation of where the money is procured is included below). The more productive workers earn more money. The students are paid by check on an every-other-week basis. The students open savings accounts at a local bank and make their deposits each payday. With the use of calculators, the students make out their deposit slips and maintain their savings account books. The money earned is saved and used for bowling and a trip to Adventureland at the end of the year. Students also are receiving training in use of public transportation for banking and bowling.

Since the work of the meter parts does not lend itself to developing quality consciousness, the students are also involved in the manufacture of plant stands. This manufacturing activity includes the operation of power equipment (saws, lathes, routers, and drill presses), sanding, staining, and varnishing. The profit from the sale of plant stands provides the necessary funds for the students' earnings.

In-School Volunteer Work Jobs

At the beginning of the 1980-81 school year, the Senior Team staff was searching for tasks that would provide students with the opportunity to develop good work habits and attitudes, as well as provide training in generalized work skills. In the past, work had been performed for three different organizations, which seemed to meet these needs. The staff decided to look for additional work that could be done for various organizations and businesses on a volunteer basis. Word of this interest was spread through the efforts of the vocational staff and through the parents of students involved in the program. A list and description of each work task that the "Senior Team" performed on a volunteer basis during the 1980-81 year is included in Appendix E.

In-School Job-Sites

For several years, River Hills has had students involved in working in the school cafeteria, janitorial service, and grounds maintenance. Although students have worked with school personnel on work tasks, this aspect of the program is not yet well developed as a site where sufficient training is carried out. In other words, students who already demonstrate skills in these tasks work with cafeteria, janitorial, and grounds maintenance personnel but very limited training is provided.

The cafeteria service has involved the largest number of students over the years. The students are involved in the washing of pots and pans, working on the serving line, scraping and washing trays, and wrapping silverware. The janitorial aspect of in-school job training involved the fewest students though most of those students secured employment upon leaving River Hills. The in-school job involved sweeping of halls, mopping of floors, operating a floor polisher, and general handyman assistance. The grounds maintenance program consisted of mowing, raking leaves, weeding, and snow shoveling. The purpose of student involvement in this task was to provide training to the students to enable them to be more useful at home and help them feel more a part of their family unit.

The in-school job sites have not been training programs designed to prepare the student for gainful employment but rather to help the student develop some appropriate work habits while also providing school staff with assistance. That most of those who participated in janitorial activities went on to employment should not be interpreted to mean that janitorial training was well developed. Rather the cause for high employment probably reflected the fairly high functioning level of students involved. The school job-site portion of the vocational training program needs expansion and revision in the future.

Vocationally-Related Skills Being Taught in Classrooms

In addition to the simulated work stations, many vocationally-related skills are being taught in the individual classrooms. Also, community and school-based vocational training and the vocationally-related skills taught in classrooms are being included as an important aspect of I.E.P. goals and objectives.

Community mobility skill training enables students to learn to ride the city bus to and from school and various community job training sites. This includes reading a bus schedule, handling bus fare, transferring to other buses, and locating bus stops.

Functional academic skill training includes functional reading, telling time, and use of money. Experience with an actual time clock with each student locating the card and punching in and out for work and break times has been a valuable tool. In-house earnings from work are then deposited by students at a local bank, providing an additional experience with a paycheck.

Home living skill training includes simple food preparations, shopping, laundry, and cleaning. In addition, strong emphasis is placed on personal grooming and clothing selection skills.

Communication skill training includes appropriate comprehension and production of language, following verbal directions and three or four step commands, and an introduction to comparatives such as "longest-shortest," "sharpest-dullest," etc.

Data Collection

Data have been collected on production rate and accuracy on the simulated work tasks and in-school volunteer work tasks for thirty students from the "Senior Team." The three teachers involved have utilized various data collection and graphing methods of their own design. Data on three students considered by the teachers as representative of students exhibiting low (Student #3), medium (Student #2), and high (Student #1) production rates are presented in Appendix D. Data for each student are presented on four tasks:

(a) envelope stuffing,
(b) disc stuffing,
(c) Easter Seals envelope stuffing, and
(d) packing screws into jars or bags.

The first two tasks were conducted from September-December of 1980. Volunteer work tasks then were conducted from January into April, 1981, when the simulated work tasks were initiated again. Norms for each simulated work task (i.e., envelope and disc stuffing) had initially been established by having staff attempt the tasks within designated time periods (usually five-minute samples).

Generally, the simulated work task data were taken in five-minute samples. A rate per minute then was computed and noted on a combined data sheet/graph. Intervention generally consisted of having the teacher: (a) prior to the time sample, reminding the student to work quickly/correctly and indicating how many (number) of items would indicate fast(er) production; (b) timing the student with a kitchen-type timer; (c) subsequently counting the number correct with the student; and (d) praising the student for fast(er) and accurate performance and showing him/her how that performance appeared on his/her graph.

Visual inspection of the data, in Appendix D, would indicate that each of the students did increase his/her production rates on each of the representative tasks (with the exception of Student #2 on the packing screws task). Also the data would indicate that each student was able to maintain the higher production rates on each task (with the exception of Student #3 on the packing screws task). As also can be discerned from visual inspection of the data, Student #3 exceeded the norms set for both the envelope stuffing and disc stuffing tasks and was able to maintain the above-norm rates. In the future, the teachers hope to improve production and accuracy even further by offering incentives such as money which may prove more "powerful" than adult praise and visual inspection of the graph alone.

River Hills Junior Achievement Program

Junior Achievement is a program that provides high school aged students with practical work experience and insights into the organization and operation of a business. This is done through the formation of student companies. Under the direction and guidance of community business advisors, these student companies manufacture and market their product. They also maintain a financial record system and various other operations a small business company would do.

In the fall of 1980, the River Hills educational consultant met with the supervisor of Vocational Special Education Services and the executive director of Junior Achievement of Blackhawk County to explore the idea of initiating a J.A. program at River Hills School. Goals were developed to tie into the River Hills vocational program as well as the J.A. Program. These goals were:

1. Expand students work training skills,
2. Community exposure with the public through trade fairs,
3. Involvement of nonhandicapped students working with handicapped students (trade fairs),
4. Increase work skill and work habit experiences, and
5. Increase community contact with businesses for potential training sites and employment for our students.

After meeting with interested parents and interested teachers and through the cooperative efforts of AEA 7 Administration and officials, a company was established at River Hills School on November 20, 1980. "A Touch of Class" was selected by the students as the company name.

To follow the guidelines, the program operated very similar to other companies' standards whenever possible with some modifications. The company was sponsored by IBM Corporation with a volunteer advisor from IBM. The role of the advisor was to serve as a resource person with business experience in operating a business. Six teachers from the River Hills staff, the educational consultant, and the AEA 7 supervisor of Career/Vocational Services also served as volunteer advisors with the company. A rotating schedule was set up to provide three advisors at each company meeting.

J.A. meetings typically are held at night. Instead, meetings were scheduled after school one day a week from 3:30 p.m.-5:30 p.m. at River Hills School. Meeting after school facilitated transportation since a large number of students at River Hills live in outlying towns. By meeting right after school, parents only needed to make one trip into town to pick up their son/daughter. This meeting time also facilitated teacher assistance. Information was sent home to 56 students, who were of high school age, and responses were received from 22 students' families. Each student was requested to purchase one share of their company stock. They were also expected to help sell their product by door-to-door selling and attending the trade fairs throughout the year.

The products the company decided to manufacture were spice ropes and candle sconces. The spice ropes consisted of a 2" wide ribbon, 15"-18" long, with 3 net bags attached, containing either spices, cedar wood chips, or other substances. These were manufactured by the students using an assembly line operation. One group was required to cut the lengths of ribbon. One group was required to cut the net material to proper size. One group was required to fill the net bags with spices and secure it with a small ribbon. One group was required to attach the net bags to the 2" wide ribbon. One group was required to label and package the product for marketing. The candle sconces also were manufactured using an assembly line operation. The steps involved were: (a) sand precut pieces, (b) drill hole for hanging, (c) assemble shelf, (d) assemble support bracket, (e) stain, (f) varnish, (g) assemble candle and chimney, (h) label product, and (i) package for marketing.

The students took orders from parents, staff members, neighbors, friends, etc. on their product. They also participated in three trade fairs at a local shopping center during the year. Each student was scheduled to work 1-2 hours at each fair along with two advisors. The marketing concept at the trade fairs enhanced involvement with nonhandicapped peers and also expanded community exposure.

Plans for the 1981-82 school year tentatively include: (a) involving more business people as advisors and (b) scheduling some meetings at the same times and locations as other companies of nonhandicapped students.

IV. Increasing Parent and Community Awareness of the Vocational Program

As the River Hills vocational training program has evolved, the staff has felt the need to keep parents closely informed of progress and to ask for their input. In the beginning of each school year, the school always has had an "open house" for the parents in each of the classrooms. At the 1980-81 open house, the thrust of that meeting was vocational training. In addition to an explanation of the expanding vocational training program and a tour of the "new" workroom, the parents were enlisted to help in spreading the word to the community regarding the search for training sites and volunteer work. Many volunteer work "contacts", in particular, have been as a result of this parent communication. Parents also are kept up to date during regularly scheduled parent/teacher conferences.

Several in-roads into the community at large also have been made during the 1980-81 school year. This has been primarily in the area of additional job training sites in the business community. Next year, as one of the teachers will be reassigned to act as a work experience coordinator, more time will be provided for speaking to community civic groups and potential employers about the program.

One of the "Senior Team" teachers has developed a brochure entitled, "The River Hills Vocational Program for Mentally Handicapped Adults", to distribute to potential employers in the community. This is now in the process of being printed and will be ready for distribution by midsummer. In addition to photographs from several of the job training sites, the following information about the vocational training program will be included in this brouchure:

(a) goals,
(b) curriculum,
(c) community-based training sites,
(d) staff, and
(e) comments from employers currently participating in the program. Other members of the vocational training staff have plans to develop a slide presentation to accompany the brochure, for use when speaking to community groups.

V. Plans for Future Expansion (1981-82 School Year)

Beginning in the fall, 1981, there will be a change in the basic structure of the "Senior Team." There will be four groups of students grouped primarily by functioning level. Three groups will remain at River Hills while the fourth group will consist of trainees at job sites.

The three groups will rotate among three teachers who will work with each group for twelve weeks. The teachers will teach in the following areas:

- (a) Home living skills
    - (1) cooking
    - (2) simple clothing repair and washing
    - (3) simple housekeeping skills
- (b) Functional academic skills
    - (1) community mobility
    - (2) money
    - (3) time
    - (4) language and communication
    - (5) social skills
    - (6) functional reading
- (c) Prevocational skills
    - (1) workroom
    - (2) in-school work sites
    - (3) work habits and attitudes
    - (4) work safety
    - (5) endurance/stamina

The fourth group will consist of trainees placed at the community job sites. The students will rotate from job to job. Plans include increasing the number of days on the job to five. During the time the student is not at the training site, review work will be conducted on as many areas listed above as is possible or extra training will be given to help them at the work site if needed.

The instructor of this fourth group will serve as a "work-experience coordinator". The work-experience coordinator will serve as the liaison between community and school, help provide training at the site to the student and staff, be available to obtain more job sites, and inform the public of the vocational training program.

Plans also are being made for expansion of vocational training for other students at River Hills. This will include: (a) more time spent in the workroom, (b) complex tasks being developed and taught, (c) continuation of the folding and delivery of a community circular, (d) seeking additional volunteer work tasks, and (e) continuing work on "job awareness".

VI. Summary

During the 1980-81 school year, approximately 90 moderately/severely handicapped students at River Hills School have been provided with vocational training that is increasingly more age appropriate and functional. The vocational program consists of numerous school-based training aspects including blocks of time in simulated work tasks at stations in a newly established workroom, a Junior Achievement program, in-school volunteer work tasks, in-school jobs, and vocationally-related skills taught in classroom situations. With the 1980-81 school year, the emphasis of the vocational program has become increasingly more community-based. Six new job training sites have been established in the Cedar Falls/Waterloo community area with training at previously established community sites continuing. A survey for gathering information from prospective training site employers has been designed. Several staff members also have been involved in making parents and other community members increasingly more aware of the new aspects of the River Hills vocational training program. An informational brochure has been designed and a slide show presentation also is planned. Plans for the 1981-82 school year include a reorganization of students and responsibilities for teachers with one teacher assuming a work-experience coordinator role. Increased amounts of time and task complexity in community and school-based vocational training are planned.

APPENDIX A

COMMUNITY JOB SITES

APPENDIX B

COMMUNITY SURVEY

COMMUNITY SURVEY

Business Name ______________________________ Date ____________________

Address ______________________________ Phone ____________________

Contact Person/Title ______________________________

Job Descriptions/Type of Work ______________________________

____

Number of Workers ____________________

Turnover rate (stability of job) ______________________________

What skills, qualities or experience do you require of potential employees? ____________

____

How much time do you allow to train a new employee? ____________________

Importance of speed ______________________________

Importance of reading, writing, etc. ______________________________

Would your business consider being a training site? ____________________

Would your employees have any reservations working with our client? ____________

Supervision available ______________________________

Could we bring our own supervisory person in to help train our client? ____________

Work setting environment (informal, formal) ____________________

Special clothing required ______________________________

Physical conditions (i.e. noise level, temperature, stairs, etc.) ____________

Have you ever employed a mentally retarded person? ____________________

If yes, how did he/she do? ______________________________

____

If no, were there any particular reasons or concerns? ____________________

____

Employment positions available (part-time, full-time) ____________________

If none, is there a possibility of calling at a later time regarding openings? ____________

APPENDIX C

LETTERS FROM EMPLOYERS REGARDING COMMUNITY JOB TRAINING SITE REQUIREMENTS

October 6, 1980

Joe Cashman, Principal
River Hills School
2[illegible]00 Grand Blvd.
Cedar Falls, Iowa 50613

Dear Mr. Cashman;

This letter is in reply to a request from the River Hills Work Exploration Team pertaining to general prerequisites for the hiring of an employee and also to briefly describe job demands and requirements at Aelmans Greenhouse.

Experience is not required as direct training and supervision is provided. The individual being considered must be in good health and able to withstand a wide range of temperatures.

A broad range of duties and tasks are expected to be performed by the employee ranging from placing various sizes of containers in flats while standing in a specific area which requires patience, coordination, and sufficient work speed - the movement of soil and other materials as well as carrying flats of plants which requires bending over, lifting, and extensive walking - to watering, transplanting seedlings, and the potting of various varieties of flowers which also requires following directions, patience, and appropriate hand coordination.

The applicant should also possess a consistent level of behavior and discipline to implement positive interaction with supervisor and other co-workers. The successful operation of this type of business demands a total team effort.

Upon evaluation of the participation in your River Hills Work Exploration Project for a twelve week period from November 1979 through February 1980, it has been determined that this project, including all phases of training, should continue. It is also suggested that this project be carefully expanded to include other businesses that provide different work experiences and challenges.

The importance of effective communication and accountability between employer, employee, work study team, and the project co-ordinator cannot be overstressed.

The opportunity for work experience not only benefits an employer but also enhances the retarded individuals sense of dignity and personal worth.

Respectfully,
Harrison H. Aelmans
Harrison H. Aelmans
Aelmans Greenhouse
5101 University Avenue
Cedar Falls, Iowa 50613
Telephone (319) 266-1492

cc: Jeff Smith, River Hills Work Exploration Project Consultant

October 31, 1980

SCHOITZ
MEMORIAL
HOSPITAL
Kimball & Ridgeway
Waterloo Iowa 50702
Phone (319) 291-3131

TRUSTEES
ROLAND R. ZENOS ADMINISTRATOR
JAMES P. CHANDLER PRESIDENT
FED... PRICES VICE PRESIDENT
MRS. GU... OLSON, JR. SECRETARY
FRANCIS L. PARDOE TREASURER
RUSS... J. BR... NDT
BUR... N M... IELD
HUC... M... D
WIR... P. HOXIE
FRE... RICKA... CH
I. JA... S McLA... GHLIN
CHARLES A. WATERBURY, MD
RICHARD S. WHITE

HONORARY TRUSTEES
MRS. CLARENCE CAMPBELL
ROB... T W. GIEHTZ
GEO... LEE HAWK
MORR... S ... NNE
MRS. BLAINE MILLER
CALVIN C. PETERSON
ROWLAND K. SVERDAHL
HARLEY WALDON

Joseph Cashman
Principal, River Hills School
2700 Grand Blvd.
Cedar Falls, IA 50613 .

Dear Mr. Cashman:

I was approached recently by one of your consultants and asked if I would draft a letter relating job requirements and general prerequisites for a job at Schoitz.

First of all our philosophy at Schoitz, that hiring the handicapped is both a privilege and a responsibility, is sometimes viewed with skepticism. Clients with different types of handicaps of varying degrees and with different employment needs are placed in our department through the efforts of the project co-ordinator at River Hills. The most important aspect to remember is that no two handicaps are the same. This is where the importance of effective communication between all involved plays an essential part.

Kitchen helpers and dishroom employees both have a broad range of duties and tasks they are expected to perform from cleaning, chopping, and dishing food products to simple dishroom tasks. Both must follow directions and have at least some amount of endurance. Fine motor skills are not always required. Reading ability is also not always necessary but a need for good receptive language is important, as well as some understanding of time. Their behavior should be fairly consistent although we realize they have good and bad days. There should always be positive interaction between them, their supervisor, and other co-workers remembering this is a team work approach.

Schoitz was one of the first work-stations set up in conjunction with River Hills. Since November of 1978 we have trained students to work in the dishroom, pot and pan area, salad area, storeroom, and cafeteria.

We have had great success with this program. In fact, one such student has been put on staff here. We feel the program should be expanded to provide new and different challenges to these students.

Sincerely,

Kathleen C. Niedert, R.D.

Kathleen C. Niedert, R.D.
Director of Dietary Services

IMMANUEL
LUTHERAN
CHURCH

215 Franklin Street
WATERLOO, IOWA 50703
Telephone (319) 233-7052

Pastors
Eugene F. Kramer
Donald P. Weiss

October 29, 1980

Mr. Joe Cashman, Principal
River Hills School
2700 Grand Blvd.
Cedar Falls, IA 50613

Dear Mr. Cashman,

Jeff Smith, consultant for the River Hills Work Exploration Team, has asked me to write a letter regarding our church's participation in the work project involving janitor work at our church school. A young man has been working with us for some time now, and we are able to make an evaluation of the program.

Our school includes grades K-8, plus a pre-kindergarten, totalling approximately 240 students. Work experiences are varied and ample. We have only one janitor on our staff; he takes care of the church facilities as well as the school. The work here entails: routine janitorial tasks, helping in emergency situations which might arise (a child becoming sick in the classroom, for example), special tasks a teacher might require (carrying boxes of books, moving furniture, etc.) Also cleaning the lunch room and putting up and taking down fold-up tables. The young man from the project has carried out all of these tasks admirably.

Our evaluation is very positive. Bob has been working under the supervision of our janitor, and he has been very cooperative, industrious, and thorough. He carries out assignments faithfully. He is well-liked by staff and students, and socializes adequately.

In our opinion,

1.) the project is extremely worthwhile. It gives the church an opportunity to serve the community in helping train an individual for a productive, self-fulfilling, happy life. It gives the individual an opportunity to reach for his/her potential.

2.) the project ought to be continued and the hours expanded. We hope it could be expanded to other institutions and corporations, so the experiences would be varied and valuable. This would require careful planning, training, and implementations, but we hope this can be done.

A congregation of the Lutheran Church—Missouri Synod

"We preach Christ crucified . . . " I Corinthians 2:2

IMMANUEL
LUTHERAN
CHURCH

215 Franklin Street
WATERLOO IOWA 50703
Telephone (319) 233-7033

Pastors
Eugene F. Kramer
Donald P. Weiss

We see a wonderful opportunity for cooperation and mutual help which can only enhance the life of the individuals involved, and that of the community.

Cordially,

Eugene F. Kramer

Rev. E.R. Kramer

P.S. We will spare you the religious and spiritual implications of this program and relationship, but just let me say, a great deal of value is there in those important areas. This is an opportunity for us to express our Christian faith in a concrete way, and we love it!

"We preach Christ crucified . . ." 1 Corinthians 2:2

IMMANUEL
LUTHERAN SCHOOL
130 Walnut St. Waterloo, Iowa 50703 Ph. 233-3967

November 10, 1980

Mr. Joe Cashman, Principal
River Hills School
2700 Grand Blvd.
Cedar Falls, Iowa 50613

Dear Mr. Cashman:

I am writing in regard to a work program sponsored by River Hills. This program allows a young man from River Hills to receive on the job training at our church and school. The work experience here includes cleaning lunch tables, folding them and putting them away properly, disposing of trash, sweeping the floor, and routine janitoral tasks.

In evaluating this program you should know that Immanuel Lutheran operates a full time Christian Day school that has an enrollment of 239 students with 11 faculty members. Any students that River Hills might place in this program would be exposed to a full line of custodial duties that one might perform in a small school system, except for heating, electrical, and major repairs.

It is my opinion that the program works well because River Hills has done a good job placing the right student in our building. They have also been responsive to the kinds of needs that we might have while at the same time they have considered the training that the student might need.

While the program has been somewhat limited in scope it would be an even better program if the amount of time spent in our building could be increased. This would give us more of an opportunity to expose the student to more of the kinds of duties he might have to perform. It would also give the student many more chances to perform that duty successfully.

One of the strong points of the program here has been the building of the relationships between the day school children and staff, and the trainee from River Hills. Children and staff have a chance to see, meet, talk to, and accept a special person. Having had a chance to do this in grade school may help them to do it later on in other walks of life.

I feel that it would be good if the program could be expanded to include other businesses and institutions as well as schools.

In this type of program one must stress the accountability between employer and employee, thus effective communication is a must.

The opportunity to work with River Hills in this work project has not only benefited us, but I hope it has helped build a sense of dignity and human worth in the special person who works in our school.

Yours in Christ,

Donald D. Frank, Principal
Immaneul Lutheran School

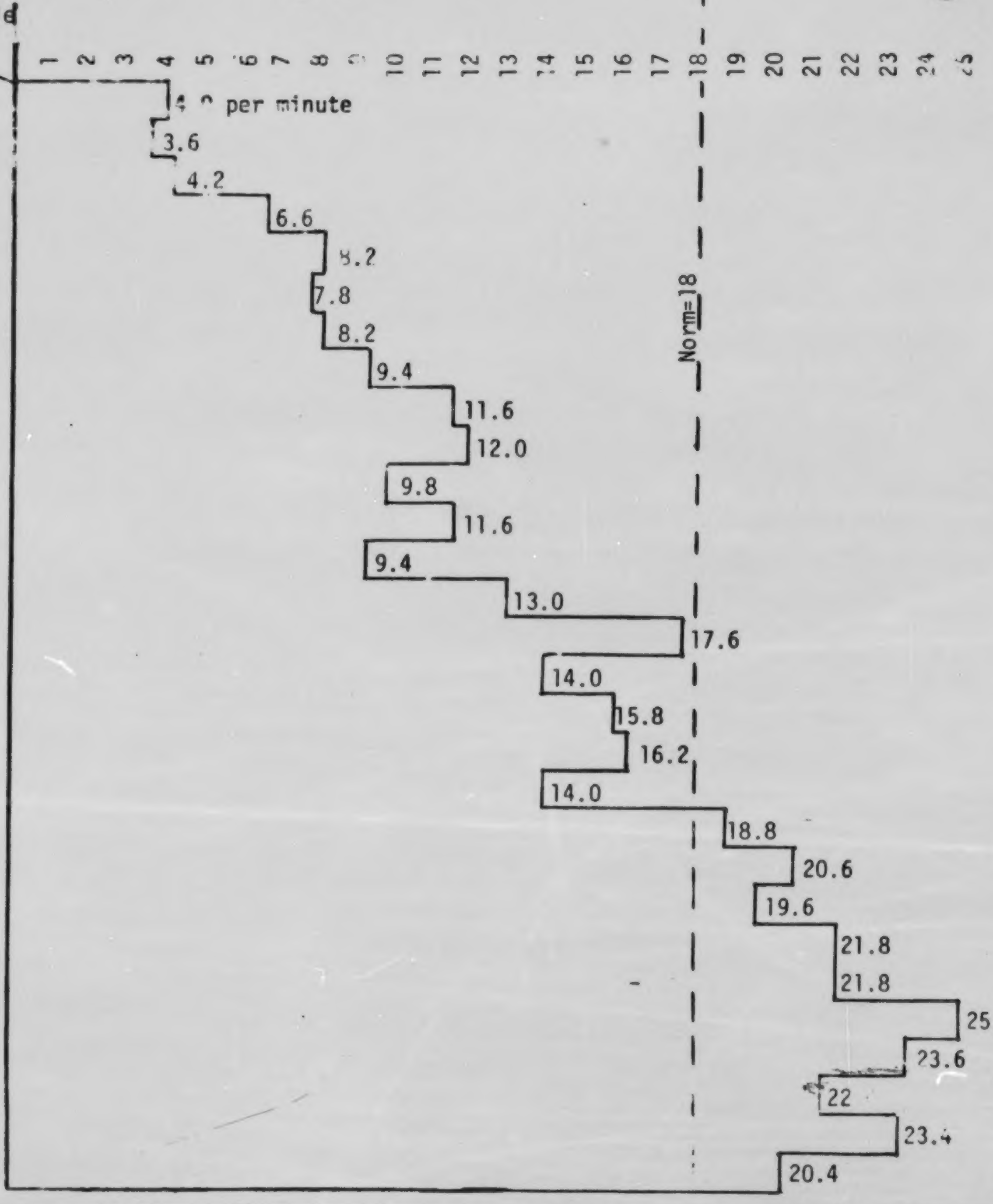
DDF:dan

APPENDIX D

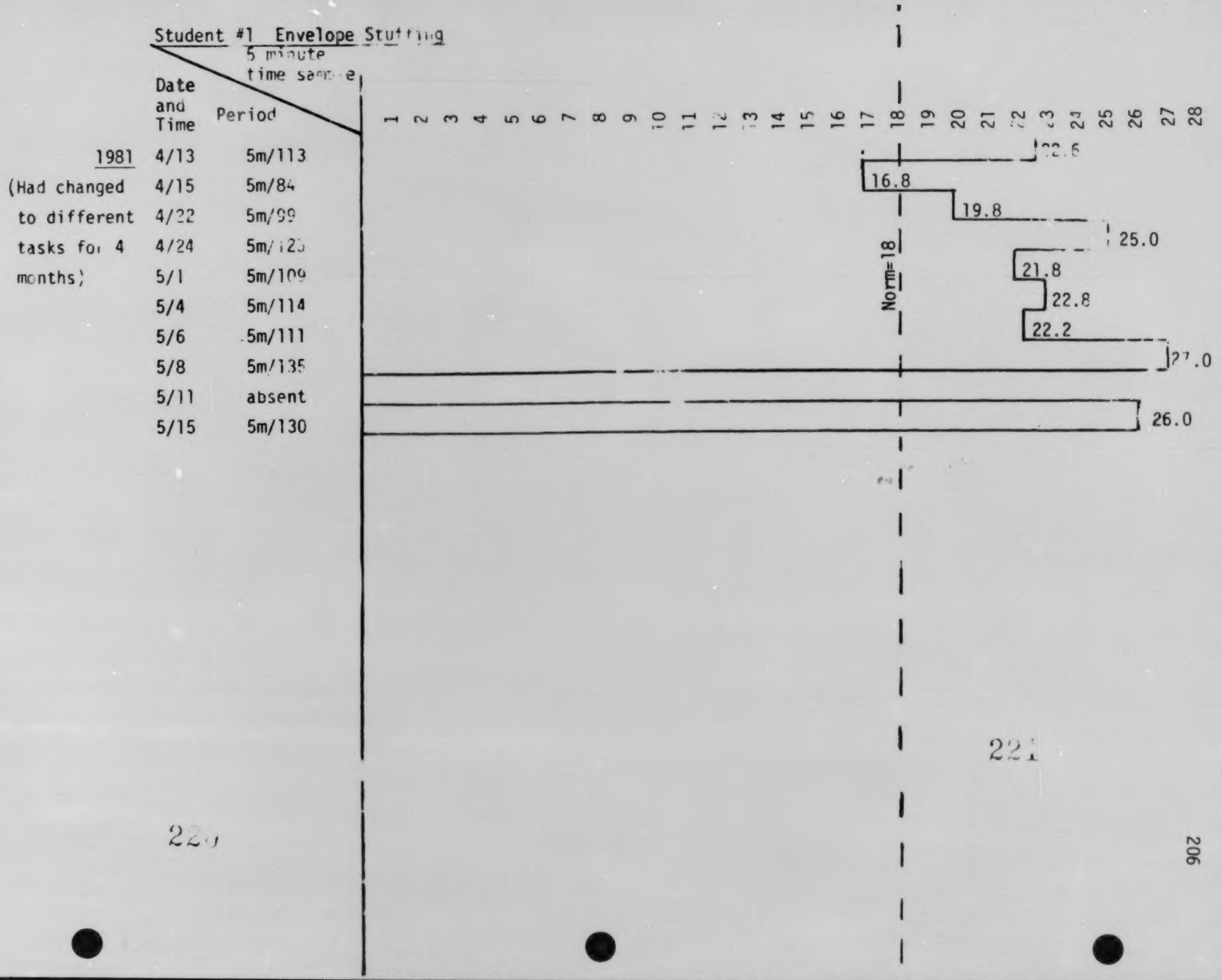
DATA FROM THREE "SENIOR TEAM" STUDENTS ON SIMULATED WORK/VOLUNTEER TASKS

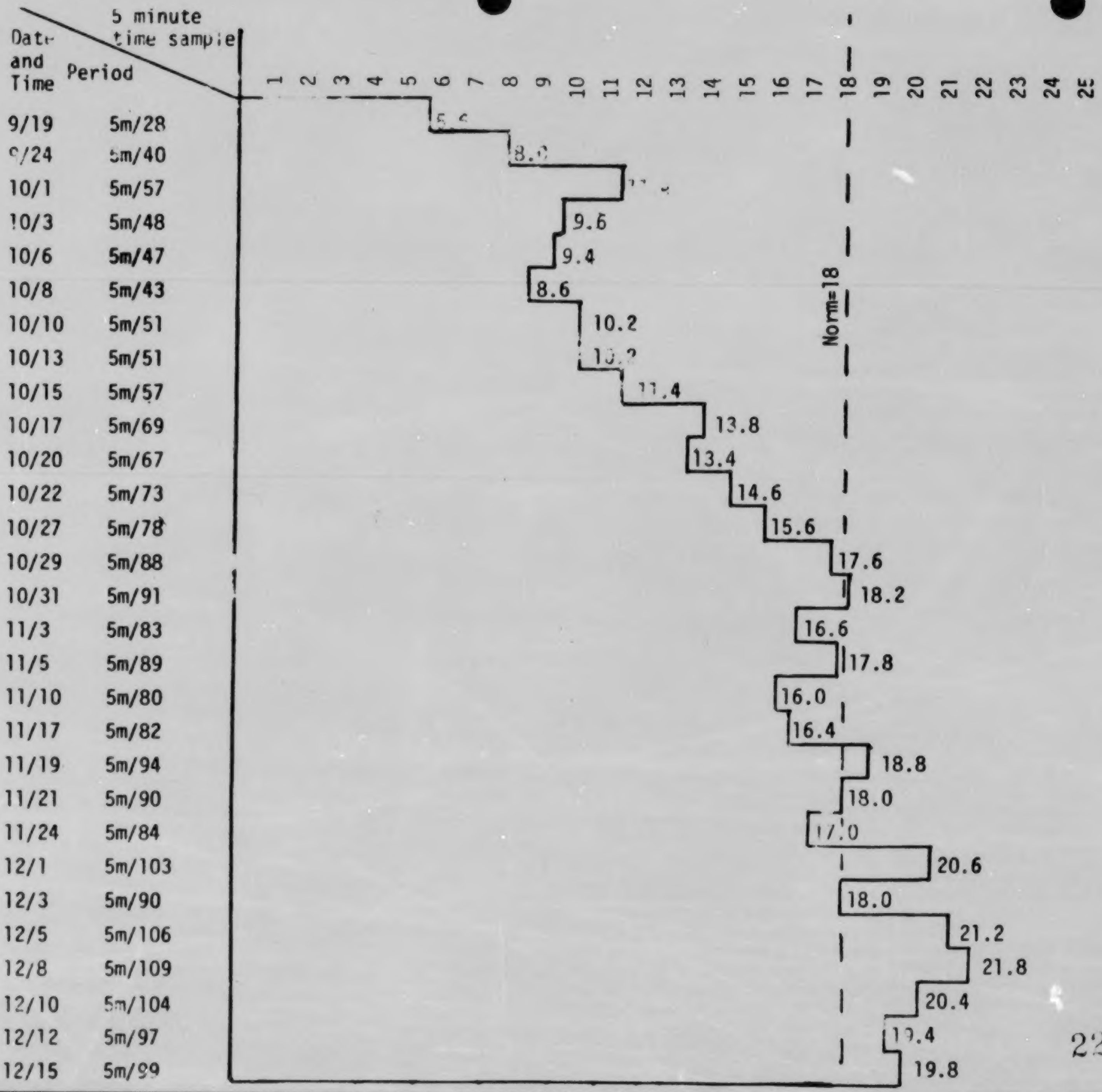
Student #1 Job:Envelope Stuffing

Date and Time	5 minute time sample Period
9/27	5m/20
9/29	5m/18
10/1	5m/21
10/3	5m/33
10/5	5m/41
10/8	5m/39
10/10	5m/41
10/13	5m/47
10/15	5m/58
10/17	5m/60
10/20	5m/49
10/22	5m/58
10/27	5m/47
10/29	5m/65
10/31	5m/88
11/3	5m/70
11/5	5m/79
11/10	5m/81
11/17	5m/70
11/19	5m/94
11/21	5m/103
11/24	5m/98
12/1	5m/109
12/3	5m/109
12/5	5m/125
12/8	5m/118
[illegible]	5m/112
12/12	5m/117
12/15	5m/102

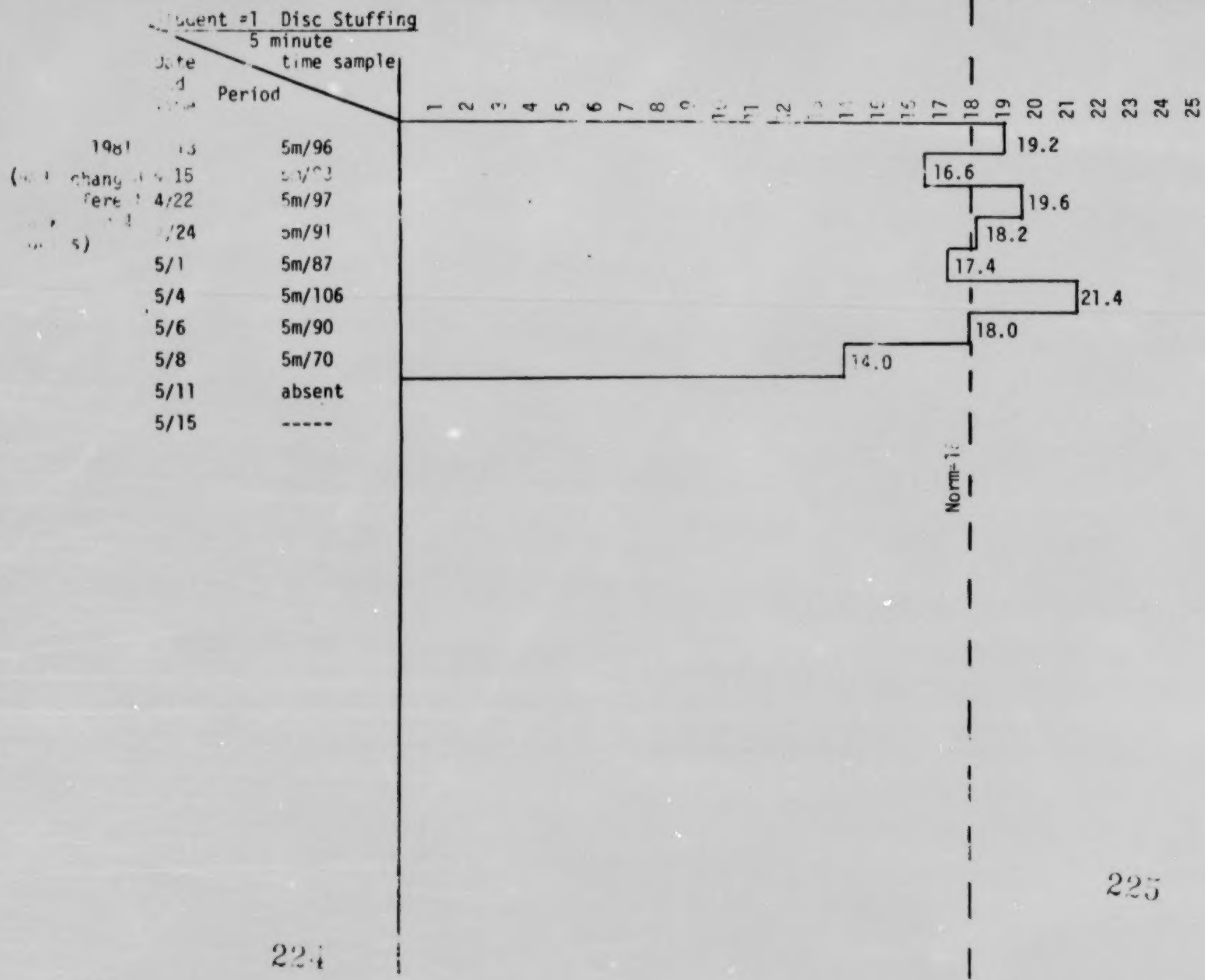


205


Student #1 Envelope Stuffing
5 minute time sample
Date and Time
Period
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28
1981
(Had changed to different tasks for 4 months)
4/13 5m/113 22.6
4/15 5m/84 16.8
4/22 5m/99 19.8
4/24 5m/125 25.0
5/1 5m/109 21.8
5/4 5m/114 22.8
5/6 5m/111 22.2
5/8 5m/135 27.0
5/11 absent
5/15 5m/130 26.0
Norm=18



Date and Time
5 minute time sample
Period
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
Norm=18
9/19
5m/28
5.6
9/24
5m/40
8.0
10/1
5m/57
11.4
10/3
5m/48
9.6
10/6
5m/47
9.4
10/8
5m/43
8.6
10/10
5m/51
10.2
10/13
5m/51
10.2
10/15
5m/57
11.4
10/17
5m/69
13.8
10/20
5m/67
13.4
10/22
5m/73
14.6
10/27
5m/78
15.6
10/29
5m/88
17.6
10/31
5m/91
18.2
11/3
5m/83
16.6
11/5
5m/89
17.8
11/10
5m/80
16.0
11/17
5m/82
16.4
11/19
5m/94
18.8
11/21
5m/90
18.0
11/24
5m/84
17.0
12/1
5m/103
20.6
12/3
5m/90
18.0
12/5
5m/106
21.2
12/8
5m/109
21.8
12/10
5m/104
20.4
12/12
5m/97
19.4
12/15
5m/99
19.8

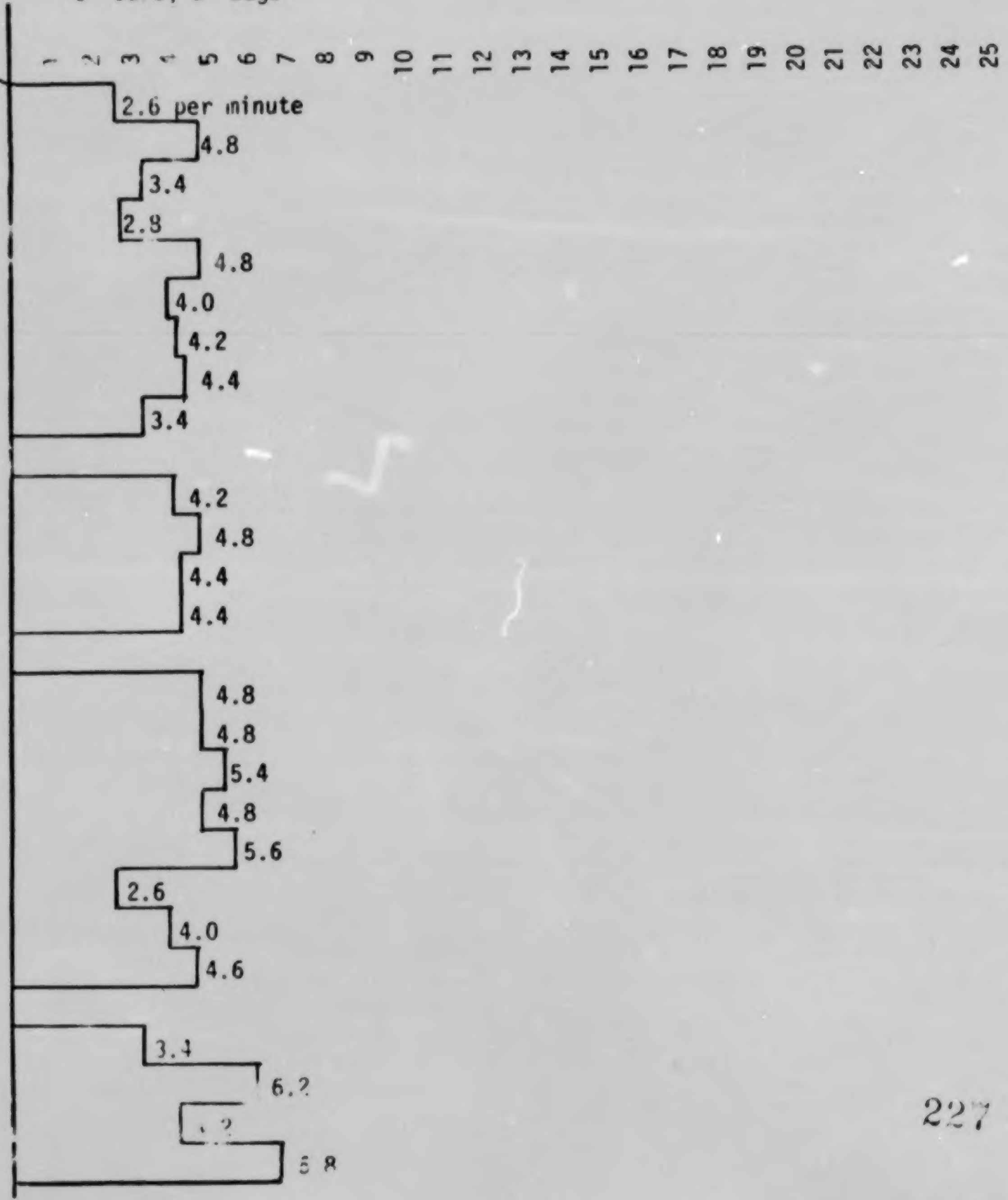
Student #1 Disc Stuffing
5 minute time sample
Date
Period
1981 4/13 5m/96
(... change ... 4/15 5m/93
ference 4/22 5m/97
4/24 5m/91
s)
5/1 5m/87
5/4 5m/106
5/6 5m/90
5/8 5m/70
5/11 absent
5/15 -----
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
19.2
16.6
19.6
18.2
17.4
21.4
18.0
14.0
Norm=18

Student #1 Job:Packing Screws into Jars/Bags

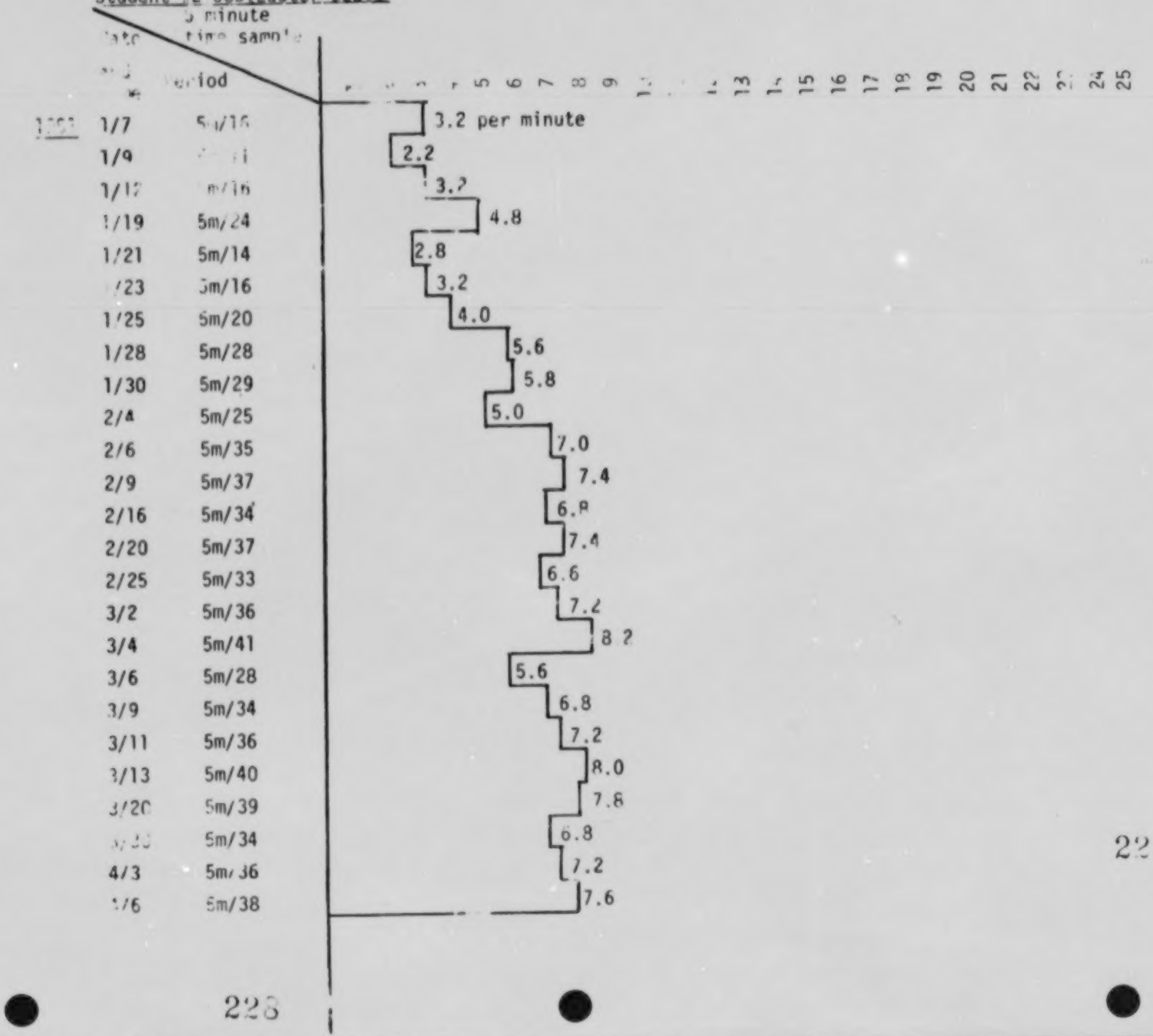
5 minute time sample

J= Jars, B= Bags

Date and Time	Period	
198_ 1/7	5m/13	J
1/9	5m/24	B
1/12	5m/17	J
1/19	5m/14	B
1/21	5m/24	J
1/23	5m/20	B
1/25	5m/21	J
1/28	5m/22	B
1/30	5m/17	J
2/2	5m/ab	B
2/4	5m/21	J
2/6	5m/24	B
2/9	5m/22	J
2/16	5m/22	B
2/18	5m/ab	J
2/20	5m/24	B
2/25	5m/24	J
3/2	5m/27	B
3/4	5m/24	J
3/6	5m/28	B
3/9	5m/13	J
3/11	5m/20	B
3/13	5m/23	J
3/16	Nurse	
3/20	5m/17	J
3/30	5m/31	B
4/3	5m/21	J
4/6	5m/34	B



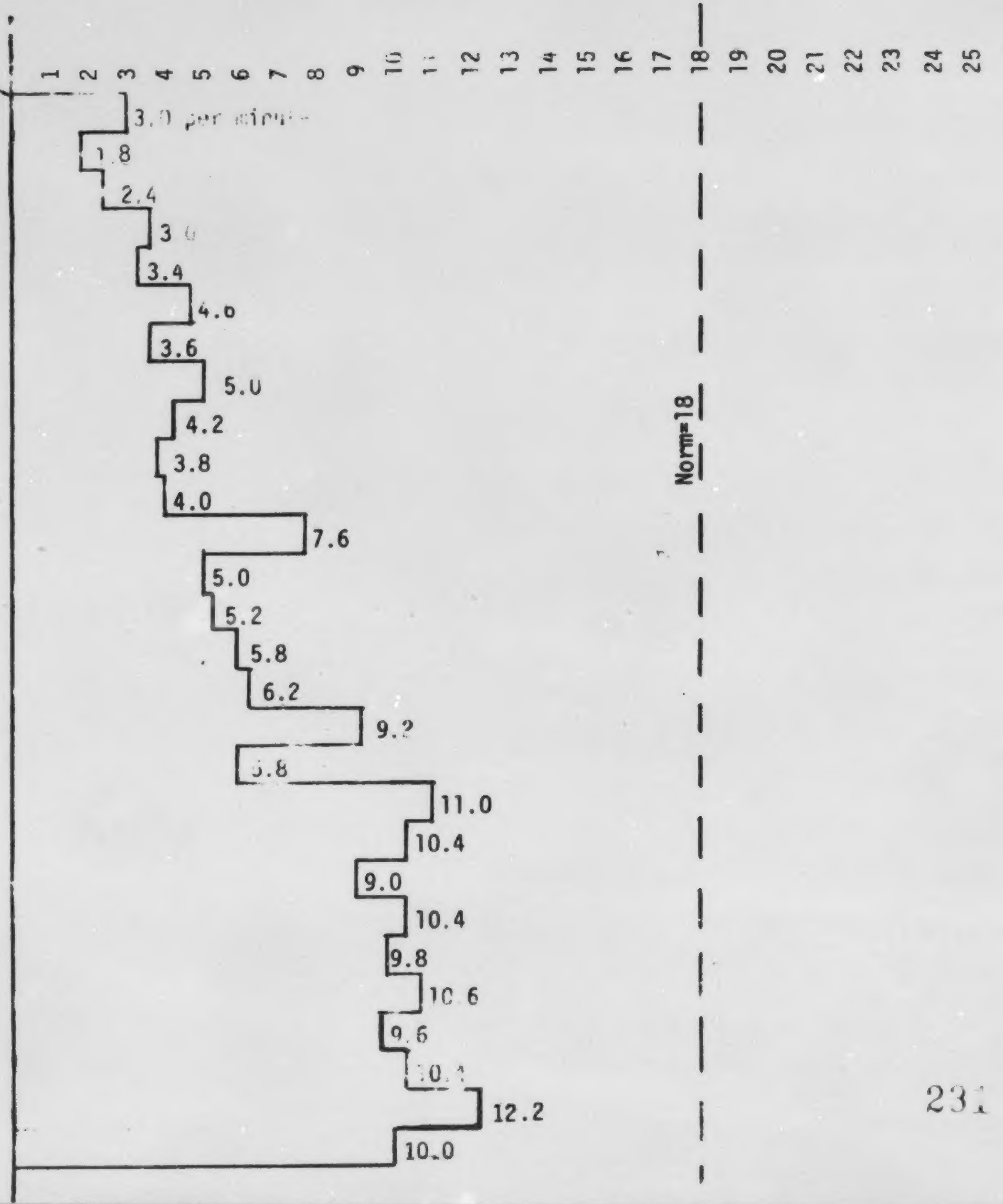
Student #2 Job:Easter Seals



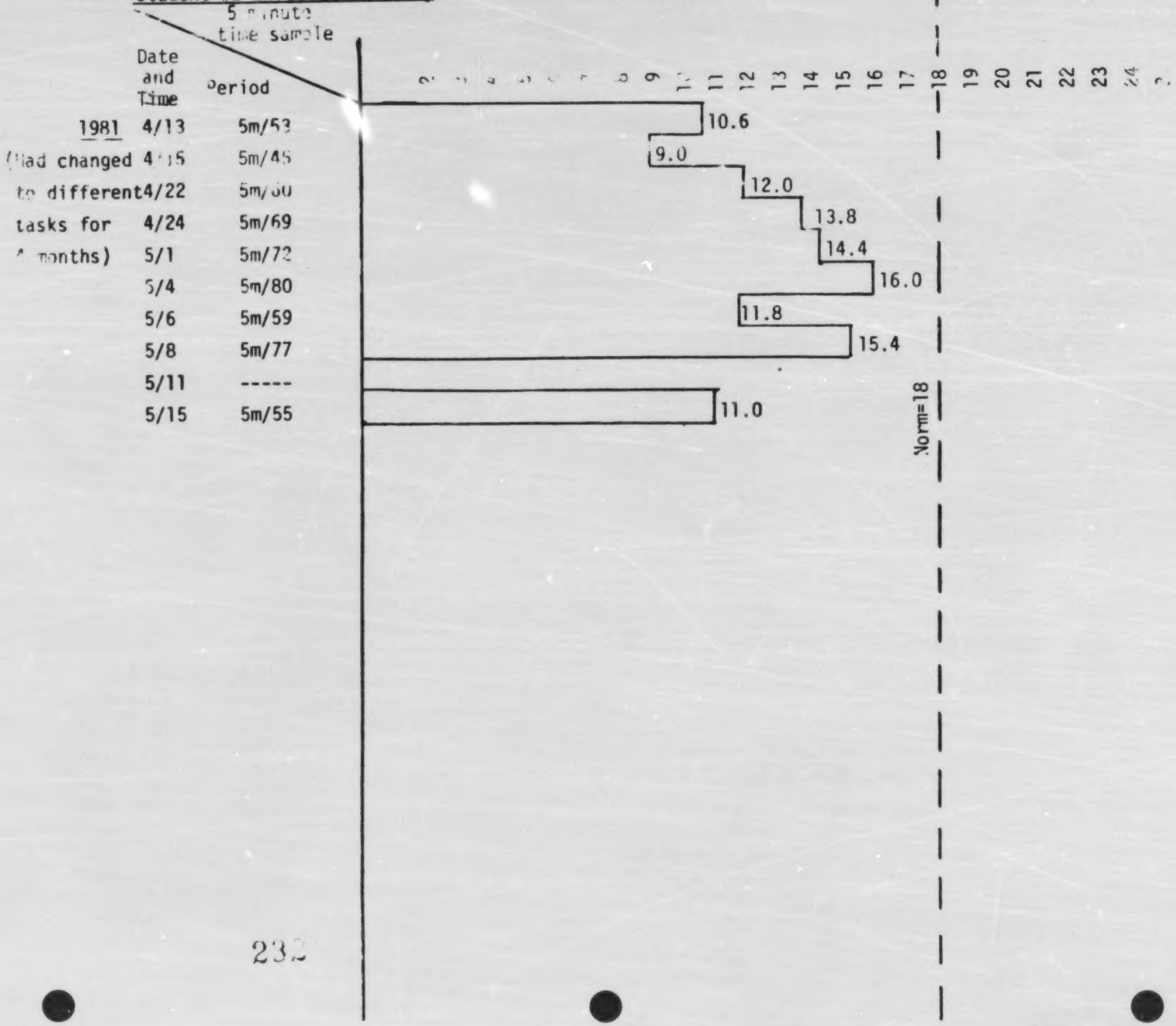
Student #2 Job:Envelope Stuffing

5 minute time sample

	Date and Time	Perjod
1980	9/19	5m/15
	9/24	5m/9
	10/1	5m/12
	10/3	5m/18
	10/6	5m/17
	10/8	5m/23
	10/10	5m/18
	10/13	5m/25
	10/15	5m/21
	10/17	5m/19
	10/20	5m/20
	10/22	5m/38
	10/27	5m/25
	10/29	5m/26
	10/31	5m/29
	11/3	5m/31
	11/5	5m/46
	11/10	5m/29
	11/17	5m/55
	11/19	5m/52
	11/24	5m/45
	12/1	5m/52
	12/3	5m/49
	12/5	5m/53
	12/8	5m/48
	12/10	5m/52
	12/12	5m/61
	12/15	5m/50



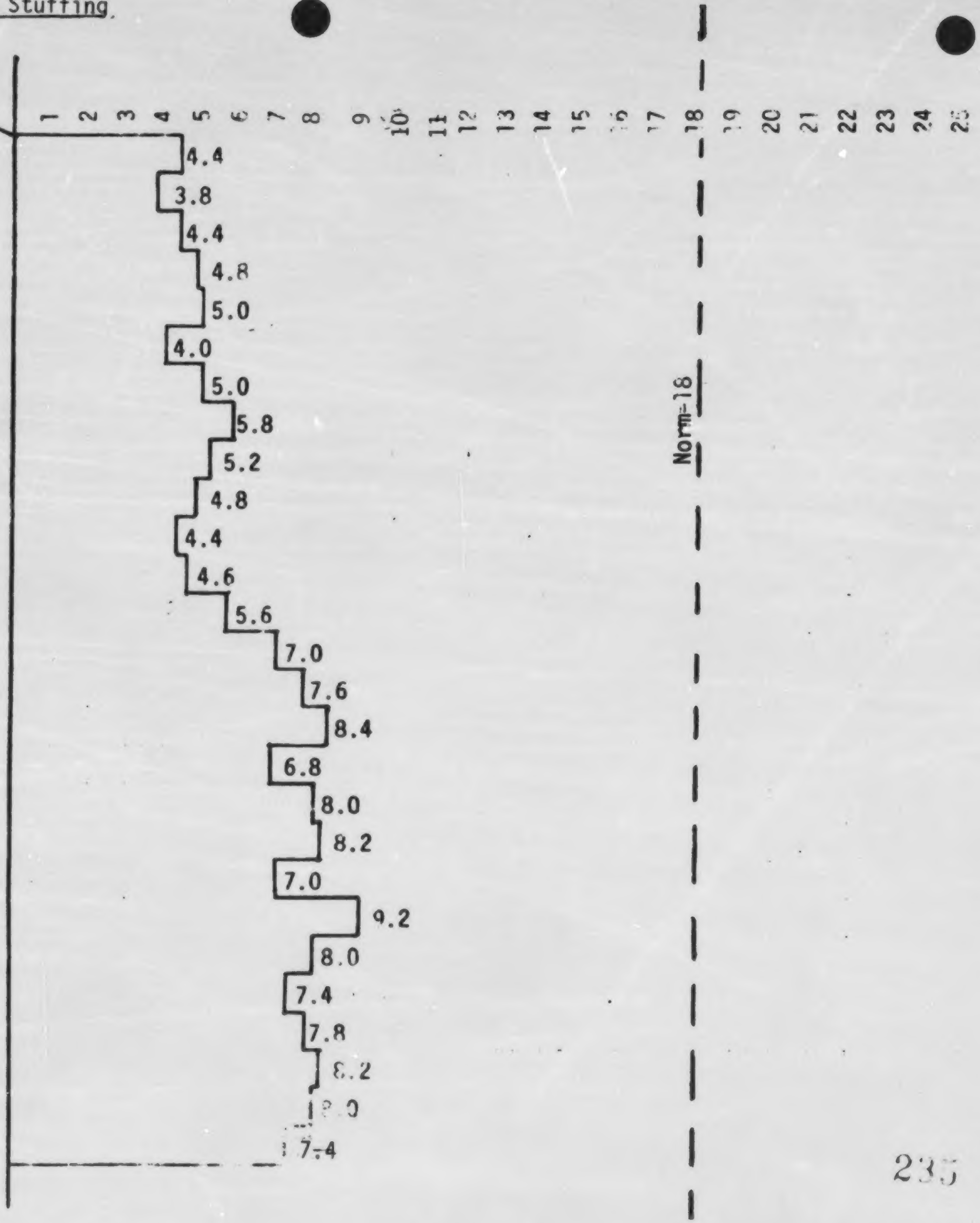
Student #2 Envelope Stuffing

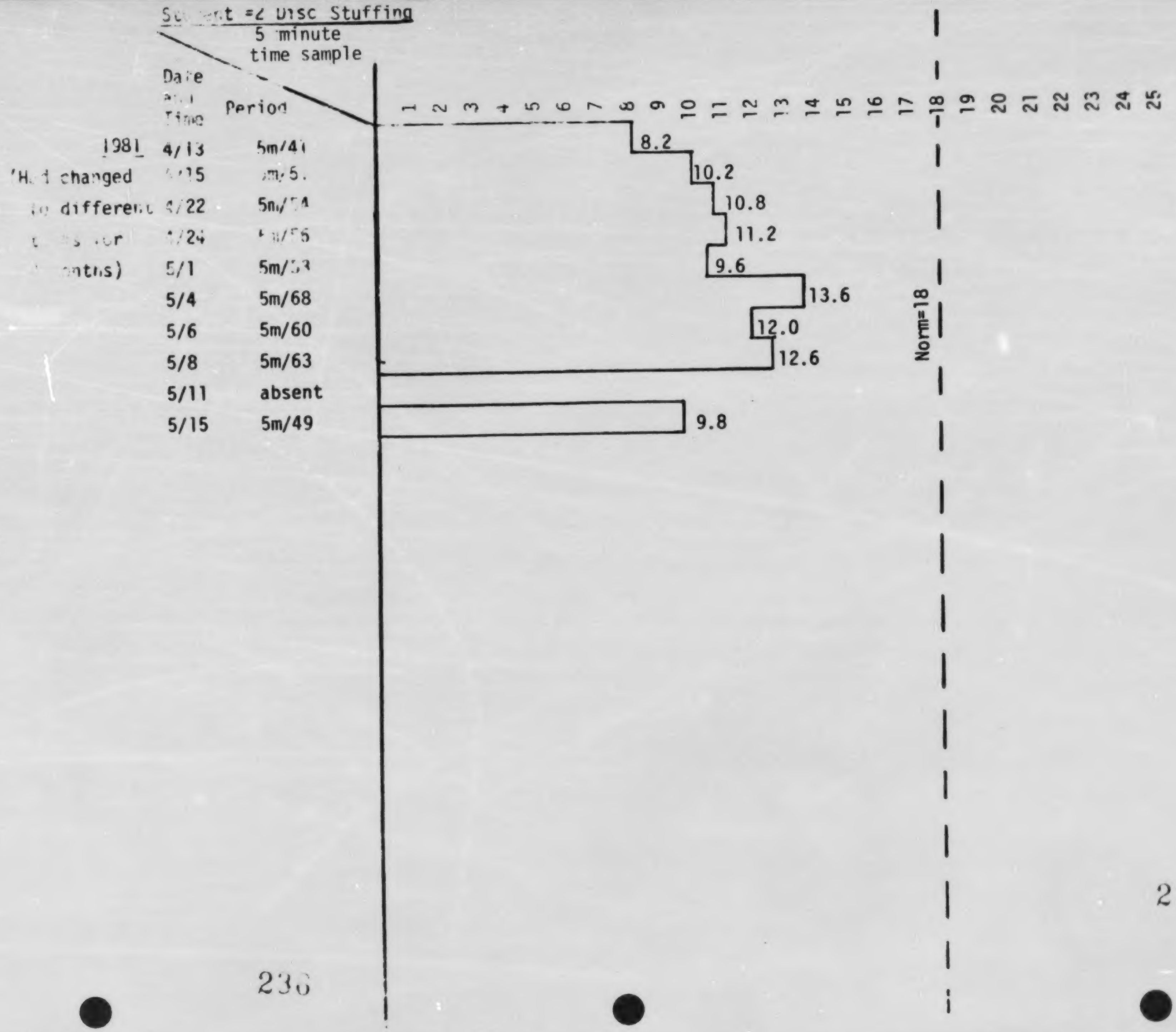


Student #2 Job: Disc Stuffing

5 minute time sample

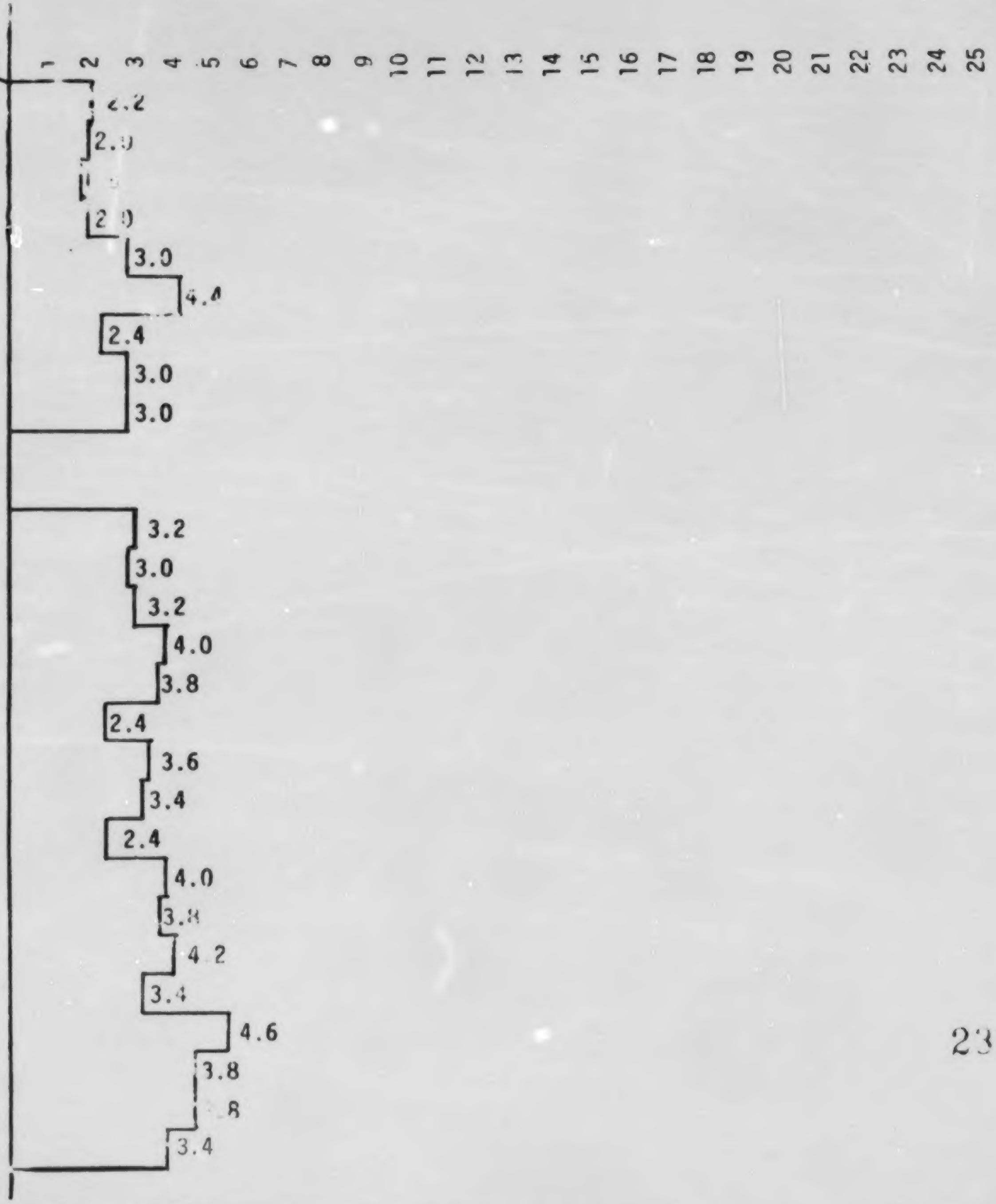
Date and Time		Period
1980	9/19	5m/22
	9/24	5m/19
	10/1	5m/22
	10/3	5m/24
	10/6	5m/25
	10/8	5m/20
	10/10	5m/25
	10/13	5m/29
	10/15	5m/26
	10/17	5m/24
	10/20	5m/22
	10/22	5m/23
	10/27	5m/28
	10/29	5m/35
	10/31	5m/38
	11/3	5m/42
	11/5	5m/34
	11/10	5m/40
	11/17	5m/41
	11/19	5m/35
	11/24	5m/46
	12/1	5m/40
	12/3	5m/37
	12/5	5m/39
	12/8	5m/41
	12/10	5m/40
	12/12	5m/37
	12/15	5m/38




Student #2 Disc Stuffing
5 minute
time sample
Date
and
Time
Period
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
1981 4/13 5m/41 8.2
(Had changed 4/15 5m/51 10.2
to different 4/22 5m/54 10.8
times for 4/24 5m/56 11.2
months) 5/1 5m/53 9.6
5/4 5m/68 13.6
5/6 5m/60 12.0
5/8 5m/63 12.6
5/11 absent
5/15 5m/49 9.8
Norm=18

Student #2 Job: Easter Seals

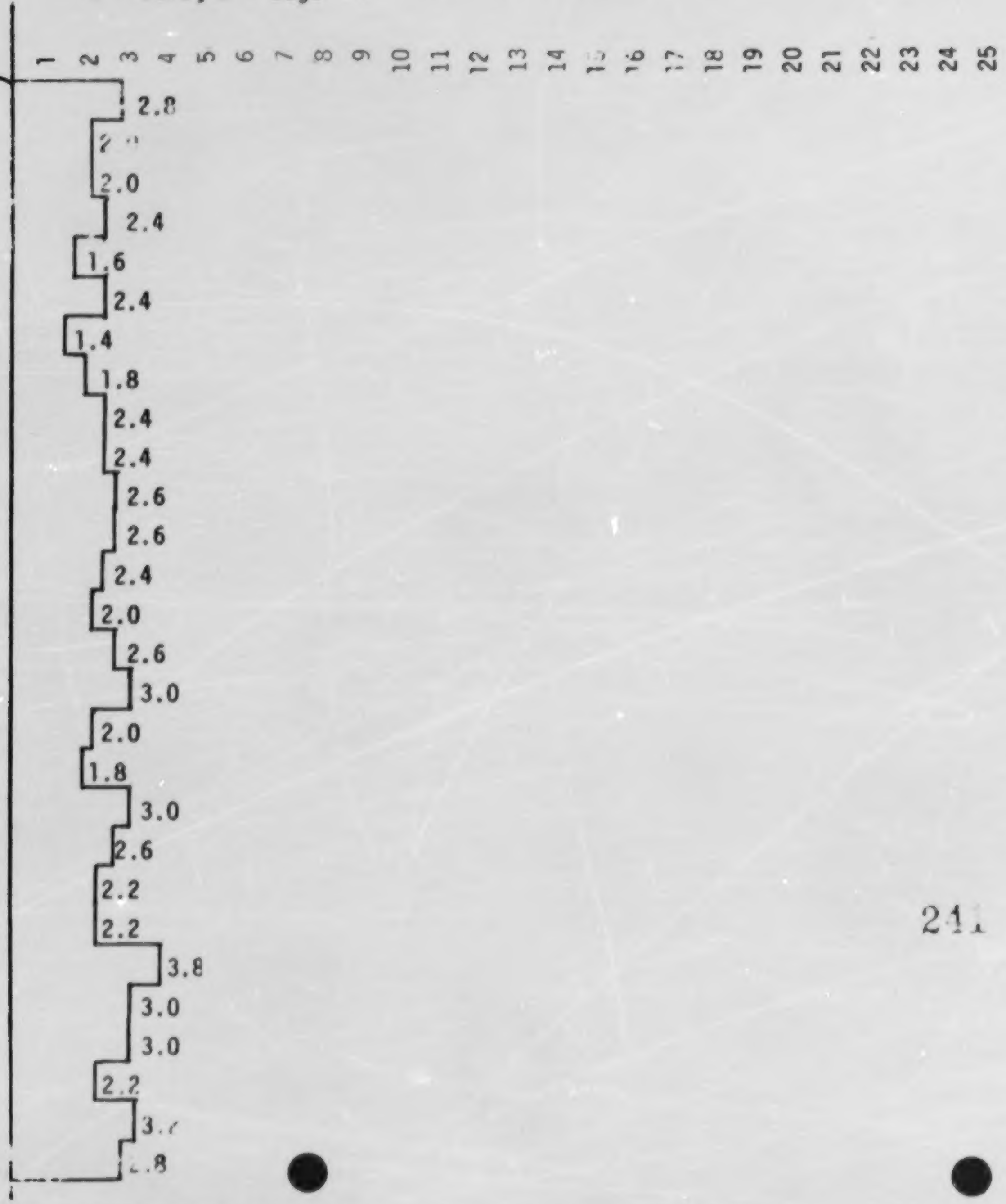
	Date and Time	5 minute time sample
1981	1/7	5m/11
	1/9	5m/10
	1/12	5m/9
	1/19	5m/10
	1/21	5m/15
	1/23	5m/22
	1/26	5m/12
	1/28	5m/15
	1/30	5m/15
	2/2	5m/0
	2/4	5m/0
	2/6	5m/16
	2/9	5m/15
	2/16	5m/16
	2/18	5m/20
	2/20	5m/19
	2/25	5m/12
	3/2	5m/18
	3/4	5m/17
	3/6	5m/12
	3/9	5m/20
	3/11	5m/19
	3/13	5m/21
	3/16	5m/17
	3/23	5m/23
	3/30	5m/19
	4/3	5m/19
	4/6	5m/17



Student #2 Job: Packing Screws into Jars/Bags

J = Jars; B = Bags

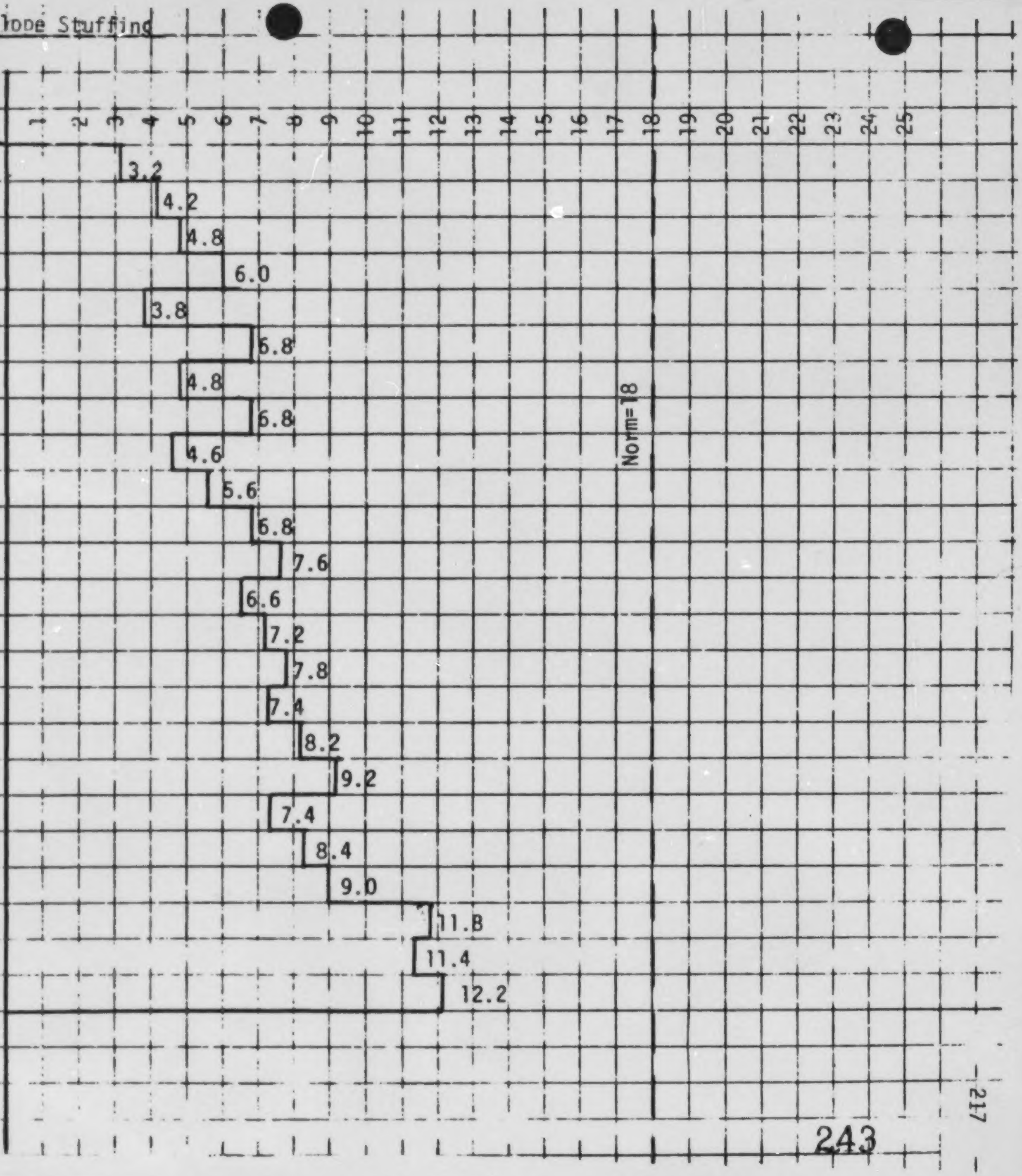
	Date and Time	Period (5 minute time sample)		
1981	1/7	5m/14	J	2.8
	1/9	5m/10	B	2.0
	1/12	5m/10	J	2.0
	1/19	5m/12	B	2.4
	1/21	5m/8	J	1.6
	1/23	5m/12	B	2.4
	1/25	5m/7	J	1.4
	1/28	5m/9	B	1.8
	1/30	5m/12	J	2.4
	2/2	5m/12	B	2.4
	2/4	5m/13	J	2.6
	2/6	5m/13	B	2.6
	2/9	5m/12	J	2.4
	2/16	5m/10	B	2.0
	2/18	5m/13	J	2.6
	2/20	5m/15	B	3.0
	2/25	5m/10	J	2.0
	3/2	5m/9	B	1.8
	3/4	5m/15	J	3.0
	3/6	5m/13	B	2.6
	3/9	5m/11	J	2.2
	3/11	5m/11	B	2.2
	3/13	5m/19	J	3.8
	3/16	5m/15	B	3.0
	3/20	5m/15	J	3.0
	3/30	5m/11	B	2.2
	4/3	5m/16	J	3.2
	4/6	5m/14	B	2.8



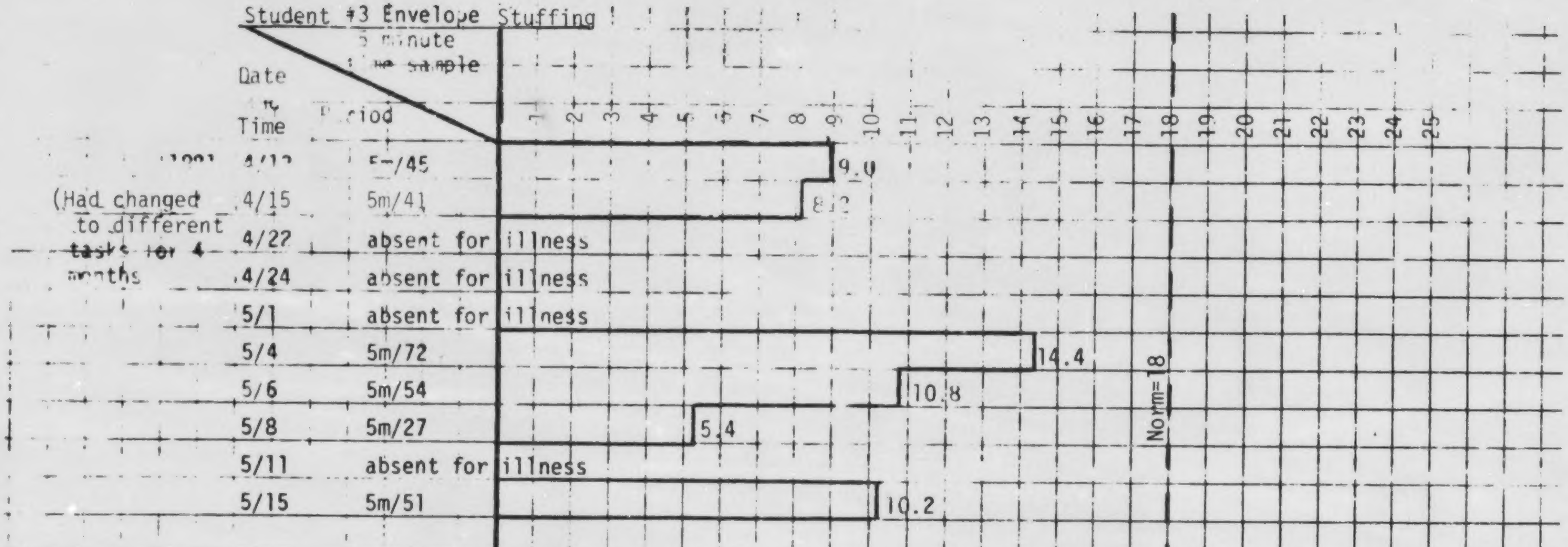
Student #3 Job: Envelope Stuffing

5 minute time sample

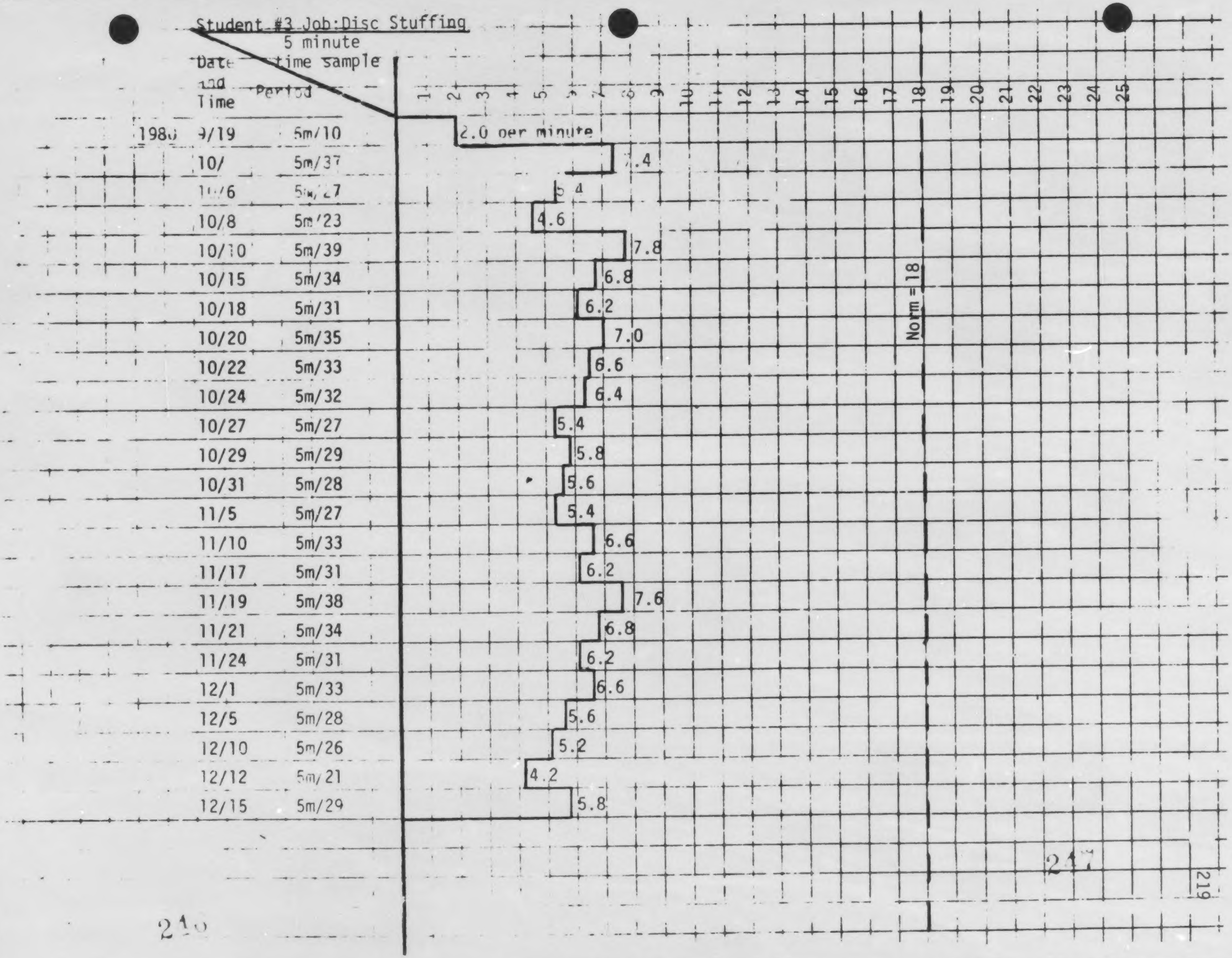
Date and Time	Period	
1530 9/19	5m/16	3.2
10/3	5m/21	4.2
10/6	5m/24	4.8
10/8	5m/30	6.0
10/10	5m/19	3.8
10/15	5m/34	6.8
10/18	5m/24	4.8
10/20	5m/34	6.8
10/22	5m/23	4.6
10/24	5m/28	5.6
10/27	5m/34	6.8
10/29	5m/38	7.6
10/31	5m/33	6.6
11/5	5m/36	7.2
11/10	5m/39	7.8
11/17	5m/37	7.4
11/19	5m/41	8.2
11/21	5m/46	9.2
11/24	5m/37	7.4
12/1	5m/42	8.4
12/5	5m/45	9.0
12/10	5m/59	11.8
12/12	5m/57	11.4
12/15	5m/61	12.2



Student #3 Envelope Stuffing



Student #3 Job: Disc Stuffing



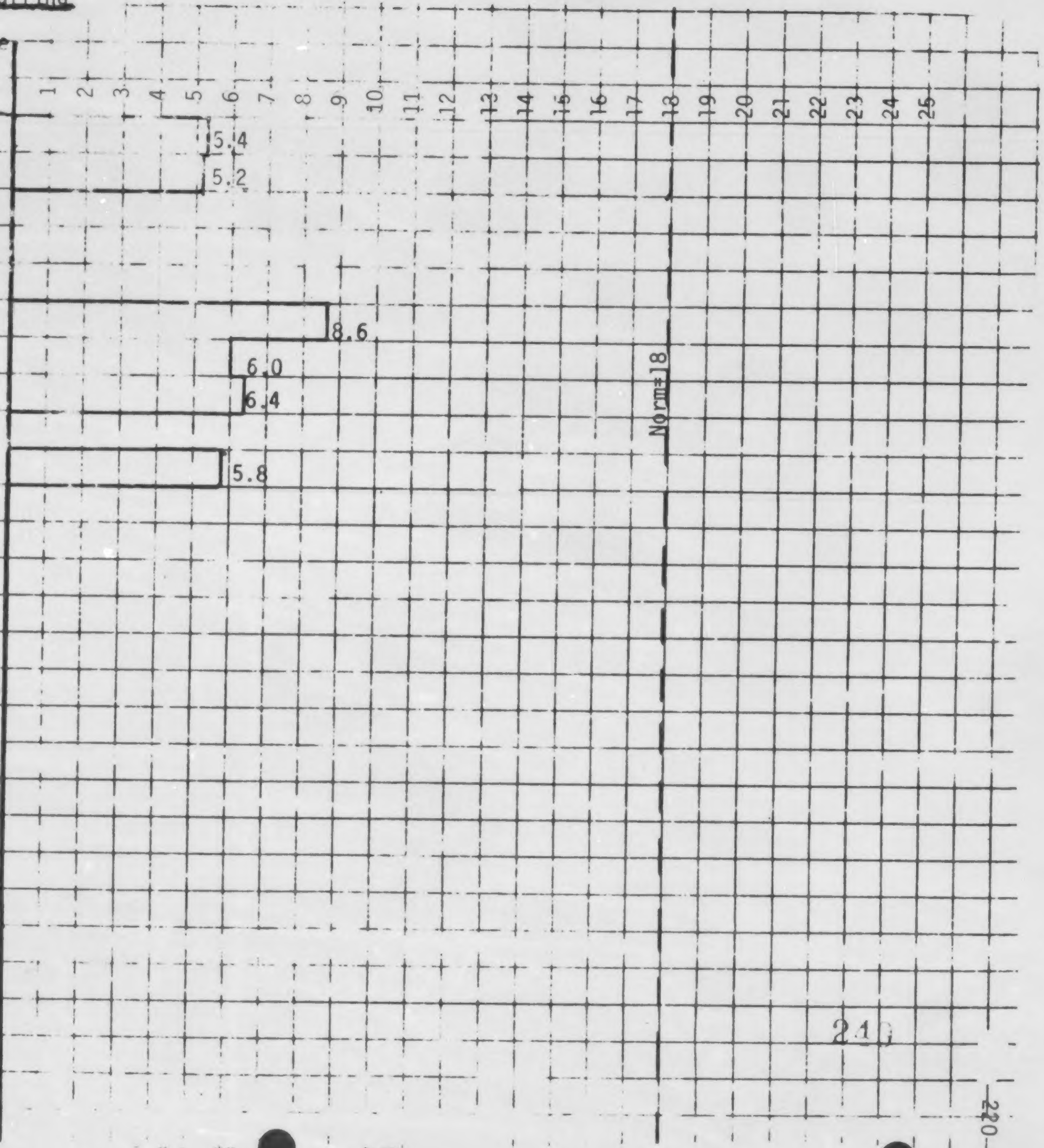
	Date and Time	5 minute time sample Period
1980	9/19	5m/10
	10/	5m/37
	10/6	5m/27
	10/8	5m/23
	10/10	5m/39
	10/15	5m/34
	10/18	5m/31
	10/20	5m/35
	10/22	5m/33
	10/24	5m/32
	10/27	5m/27
	10/29	5m/29
	10/31	5m/28
	11/5	5m/27
	11/10	5m/33
	11/17	5m/31
	11/19	5m/38
	11/21	5m/34
	11/24	5m/31
	12/1	5m/33
	12/5	5m/28
	12/10	5m/26
	12/12	5m/21
	12/15	5m/29

Student #3 Disc Stuffing

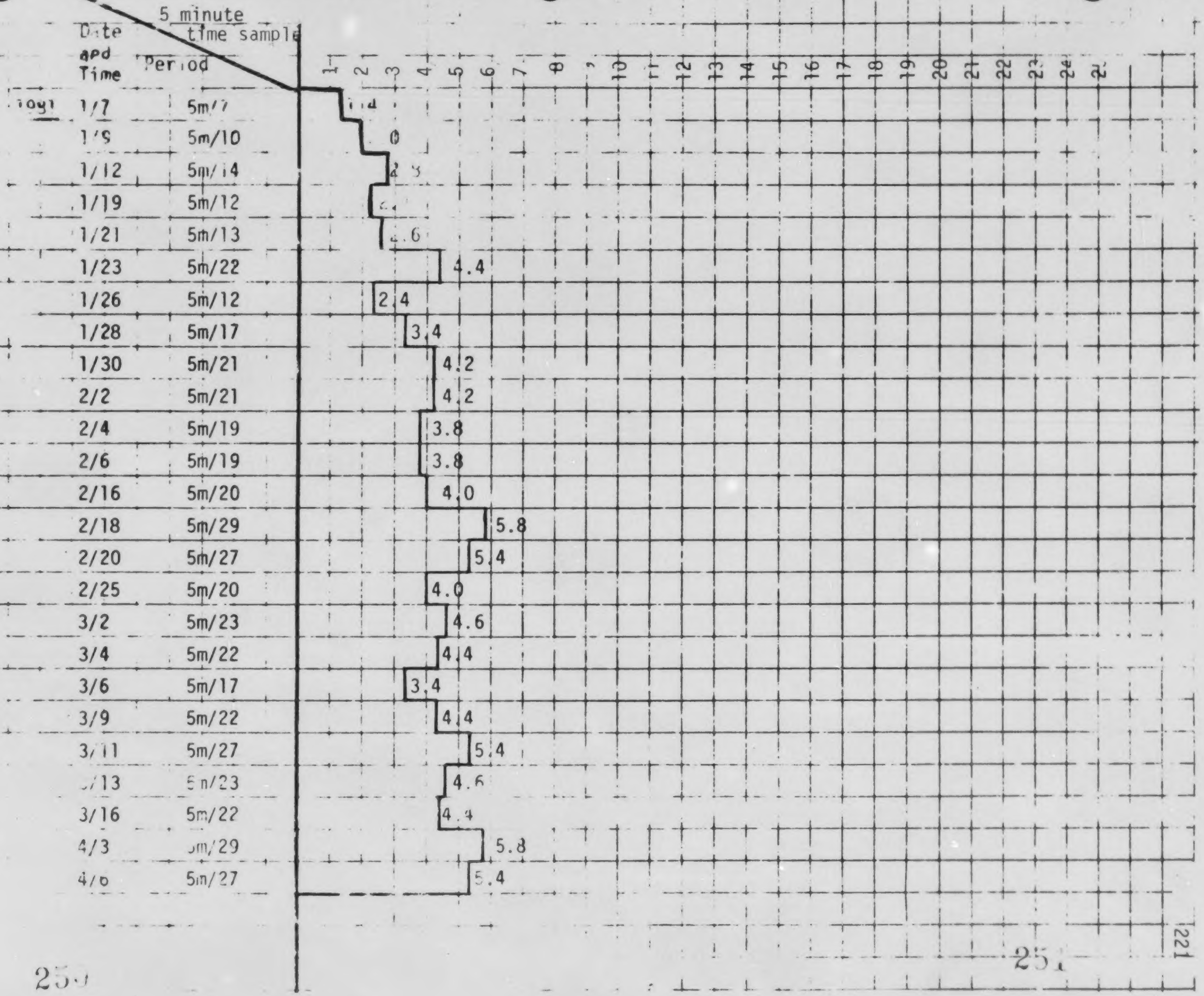
5 minute time sample

Had changes to different tasks for 4 months.

Time	Period	
1981		
4/13	5m/27	5.4
4/15	5m/26	5.2
4/22	absent	
4/24	absent	
5/1	absent	
5/4	5m/43	8.6
5/6	5m/30	6.0
5/8	5m/32	6.4
5/11	absent	
5/15	5m/29	5.8



Student #3 Job: Easter Seals Envelope Stuff

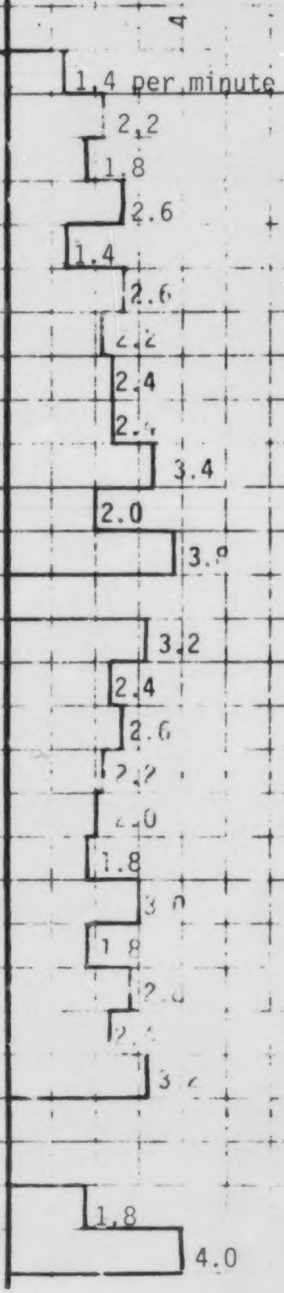


Date and Time	Period	
1981 1/7	5m/7	1.4
1/9	5m/10	0
1/12	5m/14	2.8
1/19	5m/12	2.
1/21	5m/13	2.6
1/23	5m/22	4.4
1/26	5m/12	2.4
1/28	5m/17	3.4
1/30	5m/21	4.2
2/2	5m/21	4.2
2/4	5m/19	3.8
2/6	5m/19	3.8
2/16	5m/20	4.0
2/18	5m/29	5.8
2/20	5m/27	5.4
2/25	5m/20	4.0
3/2	5m/23	4.6
3/4	5m/22	4.4
3/6	5m/17	3.4
3/9	5m/22	4.4
3/11	5m/27	5.4
3/13	5m/23	4.6
3/16	5m/22	4.4
4/3	5m/29	5.8
4/6	5m/27	5.4

Student #3 Job: Packing Screws into Jars/Bags

J = Jars; B = Bags

	Date and Time	5 minute time sample Period
1981	1/7	5m/7 B
	1/9	5m/11 J
	1/12	5m/9 B
	1/19	5m/13 J
	1/21	5m/7 B
	1/23	5m/13 J
	1/25	5m/11 B
	1/28	5m/12 J
	1/30	5m/12 B
	2/2	5m/17 J
	2/4	5m/10 B
	2/6	5m/19 J
	2/9	absent B
	2/16	5m/16 J
	2/18	5m/12 B
	2/20	5m/13 J
	2/25	5m/11 B
	3/2	5m/10 J
	3/4	5m/9 B
	3/6	5m/15 J
	3/9	5m/9 B
	3/11	5m/14 J
	3/13	5m/12 B
	3/16	5m/16 J
	3/20	absent B
	3/30	absent J
	4/3	5m/9 B
	4/6	5m/20 J



APPENDIX E

VOLUNTEER WORK TASKS PERFORMED BY THE "SENIOR TEAM" STUDENTS

VOLUNTEER WORK TASKS PERFORMED BY THE SENIOR TEAM STUDENTS

Company/ Organization	Description	Number	No. Students
Fahr Beverage Co.	Budweiser advertisement flyer	approx. 250	10
Fahr Beverage Co.	Posters - folded and address labels	approx. 5000	10
Fahr Beverage Co.	Flyers - folded and placed in envelopes		10
Black Hawk County Home Economics Assoc.	Yearbooks - collated, folded. stapled for mailing		10
Easter Seals Society of Iowa	Easter Seals Solicitations - several flyers stuffed in envelopes	approx. 50,000	50
KUNI/KHKE Public Radio	Program Guides - address labels attached for mailing	approx. 1500 once a month	20
AEA 7	Manuals for Workshop - 14 pages plus cover - collated and assembled	approx. 100	20
AEA 7	Alphabet Letters A-E cut using machine and die	approx. 1200	5
St. Paul's Lutheran Church, Waverly	Visitor's Kit - folding and stapling church literature	approx. 570	20
Black Hawk County Assoc. for Retarded Citizens	ARC Newsletters - collated, folded, stapled, addressed, zip coded, sorted, bundled, counted	approx. 750 on three occasions	20
Waterloo Chamber of Commerce	Newsletters - collated, folded, address labels attached	approx. 650	10
Allison-Bristow School District	Newsletter - collated, folded, stapled	approx. 1000 on 3 occasions	20
St. John's Lutheran Church - Cedar Falls	Mailing - newspaper folded, flyers collated, stuffed and sealed envelopes	approx. 350 a	20

Company/ Organization	Description	Number	No. Students
Gibson-Partners Realty	Newsletter - folded, stapled, address labels attached, stamped, sorted	approx. 200 on 3 occasions	20
American Heart Association	Heart Fund Solicitations inserts counted and assembled into packets		
UNI-Door Construction Co.	Threshold Kit - instruction sheet folded, pieces counted and assembled into kit, kit stapled to instruction sheet	1000	20
AEA 7	Card decks - collated and assembled	approx. 1000 decks	20

Chapter 7

CARRIERS NEEDED:

Advertisement Guide Preparation and Delivery for Severely Handicapped Students

by

Bill Winkler, Kathy Armstrong, Judy Moehlis,
John Nietupski and Betsy Whalen
River Hills School

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Chapter 7

As a result of parent and professional advocacy efforts, the responsiveness of some school districts, and recent litigation and legislation, severely handicapped students (persons labeled severely/profoundly retarded or autistic) are now attending public schools. The challenge presently facing educators of this population is to develop instructional programs that will result in more independent performance in less restrictive post-school environments (Brown, Nietupski, and Hamre-Nietupski, 1976). Two skill domains that contribute to more productive adult performance are vocational and community functioning skills. Recently, numerous authors have demonstrated that severely handicapped students can be taught vocational skills (Bates, Renzaglia, and Clees, 1980; Bellamy, Peterson, and Close, 1975; Rusch, 1980) and skills necessary to function in the community (Vogelsberg and Rusch, 1979; Certo, Schwartz, and Brown, 1975; Sowers, Rusch, and Hudson, 1979). The success of these and similar efforts would suggest that instructional personnel should give serious consideration to providing training experiences to their students in these areas.

Involvement in weekly classified advertisement guide preparation and delivery represents an ideal opportunity to develop both vocational and community functioning skills for a number of reasons. First, weekly ad guides are commonly available in many communities, thus accessible to staff and students. Second, weekly ad guides are thinner than regular newspapers, making them easier to fold, rubber band, and carry. Third, the skills involved are applicable across a wide variety of work settings and tasks. For example, collating, folding, rubber banding, bundling, and unbundling are skills required in many sheltered and competitive employment tasks. Fourth, a variety of work related skills such as work attendance, production rate, endurance, and responsibility can be taught through involvement in such a program. Fifth, ad guides can be delivered during school hours allowing staff and students to participate in the program. Sixth, no collections are required, minimizing necessary communication and money counting skills. Seventh, students can receive pay for their efforts, thus providing an incentive and a functional vehicle through which the value of money might be taught. Finally, ad guide delivery can involve contact with nonhandicapped persons in the community and might serve to improve societal perceptions of the severely handicapped.

The purpose of this paper is to describe a weekly advertisement guide preparation and delivery program involving 27 severely handicapped students, ages twelve-twenty. Prior to describing the program itself, several points should be noted. First, not all students were involved in each aspect of the advertisement job. Some students in wheelchairs participated only in folding and rubber banding tasks aspects. Others were not involved in door-to-door delivery because the teacher's primary emphasis was on the workshop-related tasks of collating, folding, and bagging. There were, however, four students involved in all aspects of the job. Second, while four classrooms participated in the project, each teacher worked independently and had different goals for their students. One teacher was primarily concerned with teaching delivery skills. Another used the experience to develop money value, work attitudes, and related skills. A third teacher used it to teach skills that might transfer to workshop tasks. A fourth teacher used the experience to promote task attention and fine motor skills. The importance of this point is that teachers need not share the same goal in order to participate in such a program. Weekly advertisement guide preparation and delivery would allow any teacher interested in the broad area of vocational and community functioning skills training to use a variety of different task aspects for different purposes.

PROGRAM DESCRIPTION

Students

Twenty-seven students, ages twelve-twenty, participated in the program. Students ranged from severe to profound levels of retardation, as determined by performance on standardized IQ tests. All but three students were ambulatory. Several students had physical disabilities, such as cerebral palsy that precluded or limited the use of one or both upper extremities. One student was completely blind. Twenty-two students were motorically imitative. Students ranged in communication skills from those who were nonverbal to those who spoke in several word utterances.

Route Selection Factors

One of the first steps in establishing a program of this nature is to obtain a route. Typically, ads within the guide itself will announce route openings. If not, the advertisement guide publisher can be contacted. Factors to consider in selecting a route include: (1) its vicinity to the school; (2) the terrain--relatively flat terrain may be preferrable for initial instruction, (3) the traffic pattern--routes involving less heavily traveled streets may be preferable, at least until street crossing skills have been taught.

Often, the time, weather, and/or number of students involved in the training program may not allow delivery along the entire route each week. In our program, arrangements were made with three nonhandicapped neighborhood children to deliver guides to homes not reached by our students. The income from the route was shared, thus providing both groups with financial benefits as well as a positive interaction experience.

Skills Involved in the Program

Two major skill areas, preparation and delivery, were identified.

Photo I

Students perform a variety of preparation skills, including folding, rubber banding and bagging

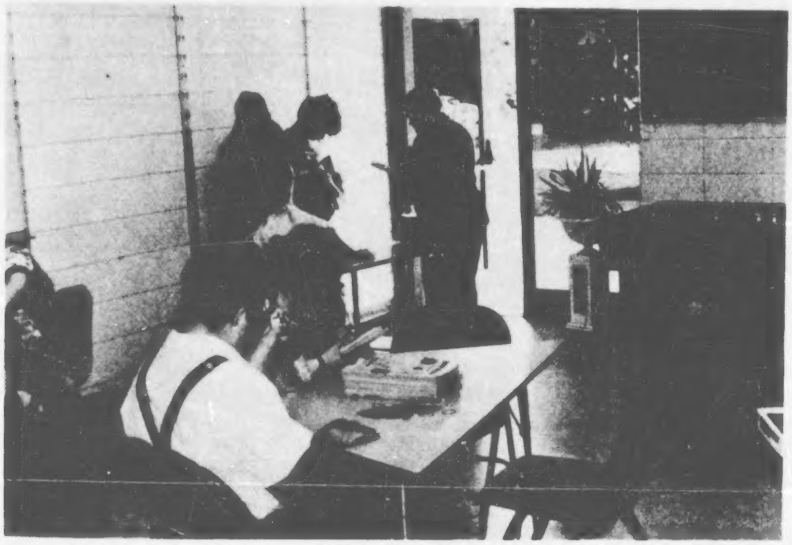
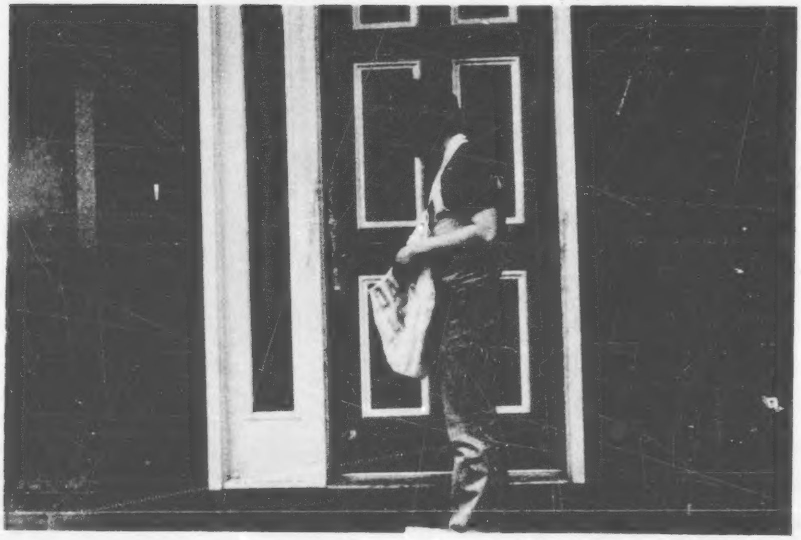


Photo II

Door-to-door delivery in the community is an important component of the program



Preparation involved the skills of: (1) unpacking the ad guides from the delivery boxes, (2) collating segments of the guide, (3) folding, (4) rubber banding, and (5) packing the ad guides into carrier bags. Each of these skills was further broken down into its component behaviors (i.e., task analyzed) in order that it might be taught in a more systematic fashion.

Delivery involved both simulation--delivery to classrooms in the school building itself--and actual delivery to homes along the route. Task analyses of the steps in ad guide delivery also were generated to aid in systematic instruction.

Instructional Procedures

A hierarchy of instructional procedures was used to teach the preparation and delivery skills. Signed or verbal cues were used to direct student actions. If verbal/signed cues failed, the teacher modeled the correct response and repeated the cue for students to perform. If modeling failed, students were physically guided through the correct response.

Shaping was used to teach delivery skills. Students initially were taught to deliver the ad guides to one classroom in a hallway or one home on a street, then two, then three, and so forth. Similar methods were used to extend student skills to delivering to classrooms in several hallways in the building or to homes on several blocks/streets.

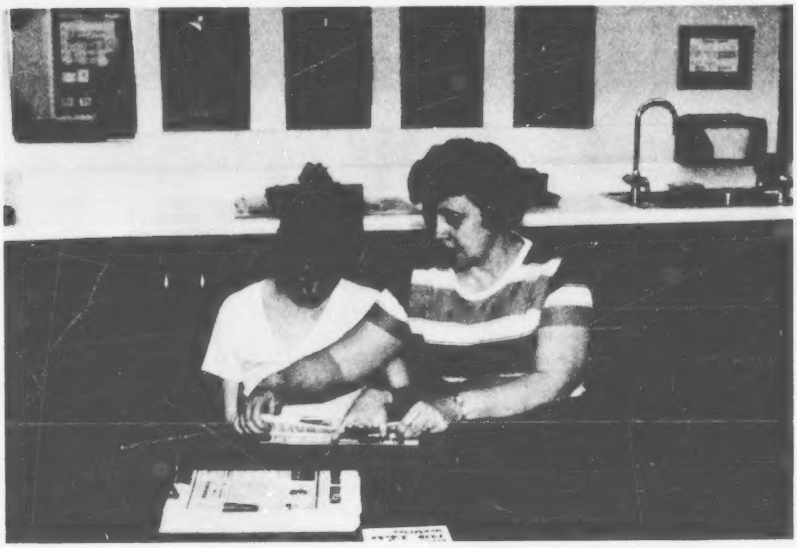
Fading also was employed. While instructors initially were near students to correct errors in preparation or delivery, they gradually increased their distance so that students would not rely upon them for cues as to how to perform. Fading of verbal cues also was carried out so that students performed steps in the sequence without direct cues from the teacher. In some instances, gestural prompts had to be introduced as an intermediate step between performance in response to verbal cues and self-initiation. For example, the teacher might point to the next home on the block should students not immediately proceed there after delivery to the first home. These prompts were faded by providing gradually less obvious prompts (pointing only with finger, looking in general vicinity of the next home) and finally dropping them altogether.

Task Adaptations

It is extremely important that instructional personnel not deny students valuable training experiences simply because it is believed that they are incapable of independently performing all job aspects. In cases where students might not be able to perform the entire job, adaptations that allow at least partial participation should be considered and developed. Several partial participation strategies were employed in the program. One strategy involved simply providing instruction only on

Photo III

Partial participation for a student with the use of only one hand involved the teacher making the second fold and the student making the crease. Other students could also be taught to perform the role of the teacher in this situation.



those task aspects students were physically capable of performing. In this case, nonambulatory students who might not be expected to actually deliver ad guides were provided instruction only on the preparation skills discussed above. A second partial participation strategy involved providing personal assistance, by the teacher or another student, on difficult steps in the task analyses. The student who had use of only one hand and thus could not support the guide with one hand while making the folds with the other was taught to make the first fold while the teacher steadied the ad guide. The teacher then started the second fold and steadied the guide while the student creased it with his dominant hand. He then gave the ad guide to the teacher who rubber banded it. Another example of personal assistance involved the blind student who had accompanying fine motor difficulties. This student was taught to fold the ad guides which were rubber banded by another student. The blind student did so well in the folding, however, that instruction subsequently was extended to rubber banding and he, quite surprisingly, acquired these skills as well.

Another adaptation for students with fine motor problems is the use of adaptive devices. A template box was developed for several students who had difficulty rubber banding folded ad guides. These students were taught to place folded guides in a template box which freed the students' hands for rubber banding. Undoubtedly, there are numerous adaptive devices that might be developed for this job. Such adaptations provide additional opportunities for students who might not perform the job in the "typical" fashion to participate in the training program.

PROGRAM OUTCOMES

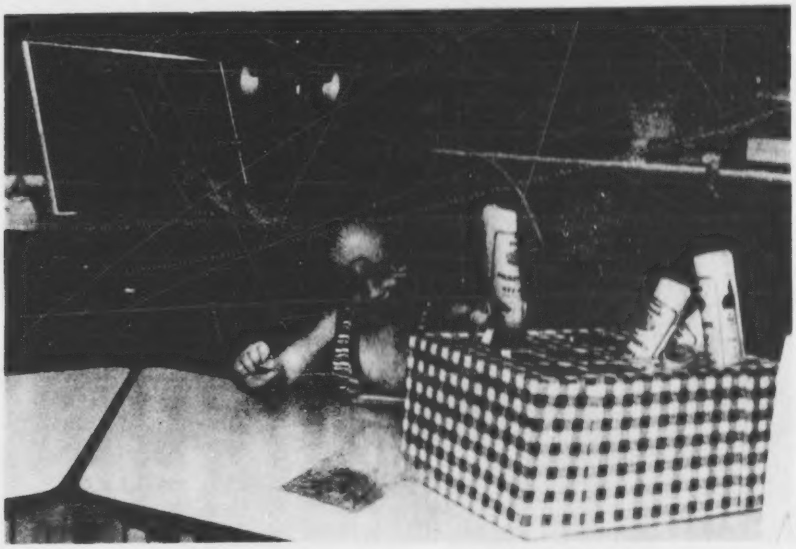
During the eleven months in which the program was in operation, students unpacked, collated, folded, rubber banded, and bagged approximately 15,250 advertisement guides. Two thousand two hundred ad guides were delivered within the building and approximately 1,250 to homes in the community. The additional 11,800 guides were delivered by three nonhandicapped neighborhood carriers.

Total project earnings amounted to $384.32. Of that amount, $172.00 was earned by the severely handicapped students. The three nonhandicapped students who delivered the remaining ad guides, and who worked the entire route during school breaks earned a total of $212.32.

In terms of job skill acquisition, a range of outcomes was noted. Some students acquired the ad guide preparation skills within the first several training sessions and by the end of the year, had reached high rates of performance. Four other students who, at the beginning of the program, did not have either preparation or delivery skills were taught: (1) all preparation tasks; (2) delivery to classrooms along several hallways within the building; and (3) delivery to as many as 24 homes on both sides of two blocks, thus requiring them to cross infrequently traveled streets a minimum of four times while the teacher observed from

Photo IV

A template box can be used for students who find it difficult to hold the guide while rubber banding it.



a distance. Other students showed less dramatic progress-some now no longer required continuous hand over hand physical guidance on steps within the task analyses. For others progress took the form of less verbal cueing or a reduction in teacher proximity required for students to perform. Thus, while not all students demonstrated dramatic skill acquisition, all students demonstrated at least some degree of progress.

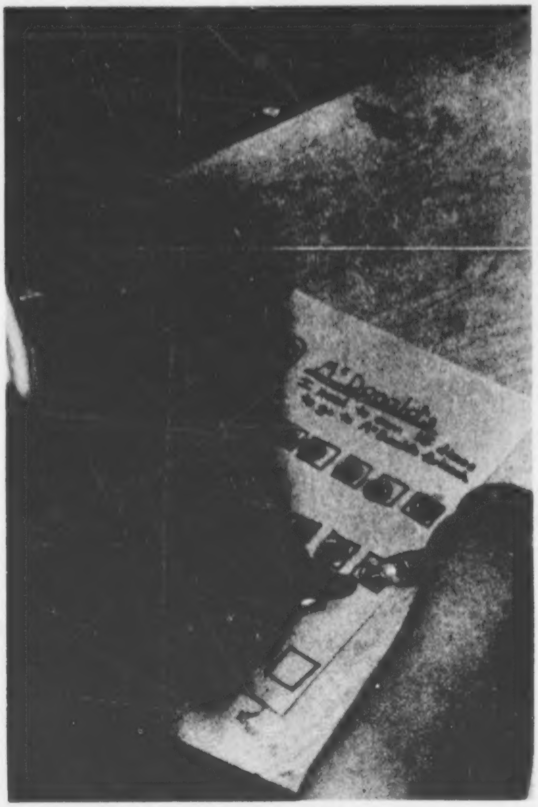
Concommitant skill developments observed in students included improvement in task attending. Practically all students, including several who initially exhibited only minimal task attending, improved in this area. Several of the students were taught to attend to their work the entire period. Another observed benefit of the program was that many of the students began to learn the "value of money." As an incentive, students were provided with 10-20¢ per work day for their efforts (additional earnings were divided among the four classrooms) and allowed to use their money to purchase items such as soda pop in the school canteen. After several weeks of instruction, students began showing signs of working faster in order to obtain their "pay" and seemed to take great pride in the fact that they were earning money and able to make purchases. While students initially preferred to trade their money for items immediately after receiving their "pay", several teachers attempted to teach the concept of "saving" the money. A pocket chart with space for five dimes was introduced. Students placed their weekly earnings in the chart until the five dimes were earned. This money could then be used by students to purchase a hamburger at McDonald's. This proved to be highly motivating to the students, many of whom chose to save their money for such larger purchases.

SUMMARY

Involvement in the advertisement guide preparation and delivery program provided numerous benefits to our students. In addition to acquiring vocational skills, this program fostered the development of community functioning skills such as street crossing and sidewalk traversing. Opportunities to learn money value skills and to make purchases in community restaurants also were afforded. For some of the students, this program represented a vehicle through which general job skills potentially applicable across work settings might be taught. For others, it is conceivable that ad guide preparation and delivery could develop into an actual weekly job. With continued training of a systematic nature, it might be quite realistic to expect that one student, or perhaps several working in consort, might be able to hold an advertisement guide job. Thus, educators of the severely handicapped might consider advertisement guide preparation and delivery as another vocational training option for their students.

Photo V

One teacher used a dime chart to
teach students how to save their earnings.



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Chapter 8

Potential Problems and Solutions Related to Full Implementation of a Community/Vocational Education Model

by:
Paul Bates, Associate Professor
Department of Special Education,
Southern Illinois University, Carbondale, Illinois

Susan Hamre-Nietupski, Ph.D.
Project Consultant
University of Northern Iowa

John Nietupski, Ph.D.
Project Consultant
University of Northern Iowa

Steve Maurer, Consultant, Severely/Profoundly
Handicapped Instructional Services Section,
Iowa Department of Public Instruction

Chapter 8

POTENTIAL PROBLEMS AND SOLUTIONS RELATED TO FULL IMPLEMENTATION OF A COMMUNITY/ VOCATIONAL EDUCATION MODEL

With all replication sites of Project A.M.E.S., an attempt was made to identify problems that have interfered with full implementation of the community/vocational education model. These problems have included scheduling, transportation, limited staff, cost, negative reaction to change in curriculum emphasis, and applicability to low functioning students. Although these problems should not be underestimated, they can be reduced. A description of these problems and potential solutions follows:

Scheduling

As a part of the community/vocational education model, students of all ages should be involved in training on a regular basis in all domain areas. Further, instruction in the vocational area and the amount of time spent in nonschool settings should increase as the students get closer to graduation. Faced with these conditions, many teachers have wondered how it is possible to maintain communication, academics, art, music, motor, and adapted physical education training.

In response to these concerns, several potential solutions are feasible. For instance, many of the traditional curriculum areas can be taught by integrating the activities into a more functional context. To illustrate this point, snack time can be scheduled as a break between vocational work periods. Within this time period, students can be required to purchase their snack, communicate with teachers and peers, listen to music, and participate in a physical exercise group. If it is still difficult to incorporate many training activities into the school day, involvement of students in postschool activities may be possible. These could include evening art and music classes, weight reduction programs, and swimming classes. A major advantage of these arrangements is that interaction with nonhandicapped is made possible. However, nonschool personnel such as parents, siblings, and volunteers would need to supervise these activities.

Transportation

In the community/vocational education model, instruction should occur in various nonschool settings to establish essential community functioning behaviors and/or verify the effectiveness of classroom training. This will necessitate the availability of transportation services on a frequent basis. With the rising costs of fuel, inflexibility of school bus schedules, unavailability of lift equipped buses/vans, restrictions regarding insurance liability, and lack of public transportation, many school personnel have questioned the practicality of extensive training in community settings. However, given the necessity of such training for the development of independent living skills, an active exploration of solutions to this problem is in order.

As a first step in counteracting some of the influences that reduce the probability of transportation being available, teachers should develop and submit a formal proposal to their administration for community training experiences. This proposal should include a rational, specific objectives, anticipated outcomes, and measurement procedures. By specifying the purpose of community training in such a precise manner, educators help to decrease the "field trip mentality" by which out of school experiences are often associated and serve to increase the priority for funding such instructional activities.

Other potential solutions include the selection of community training sites within a short distance of school, use of volunteer staff to provide transportation, and the coordination of regular school bus runs in conjunction with community training needs. In communities where public bus systems are available for the general public, handicapped, or elderly, use of these conveyances would provide more flexible alternatives. Still another option would be to reimburse teachers and aides for using their private vehicles for transportation. However, the option may not be available to all teachers due to regulations of particular districts.

The above suggestions regarding transportation are not exhaustive of all possible solutions to this problem, but are indicative of arrangements that have been made in different communities. If the frequency of community training experiences cannot be as high as desired, every attempt should be made to create realistic classroom simulations and to schedule evaluations in the community on a regular basis.

Limited Staff

For moderately and severely handicapped students to acquire proficiency on essential vocational and community living skills, extensive individualized instruction may be required. If this instruction occurs outside of the school, the teacher:student ratio needs to be no less than 1:4. With lower functioning severely handicapped students, 1:1 or 1:2 ratios may be necessary to conduct quality instruction in community environments.

Since such ratios are usually not afforded most special education programs, variations in the typical staffing arrangements are needed. In some programs, team teaching has been used to relieve individual teachers from classroom responsibilities and allow them to conduct intensive community training with a small number of students. Still another option is to use support personnel (e.g., psychologist, social worker, speech clinician, physical therapist, occupational therapist, etc.) in an integrated therapy role. These support personnel have been used in a direct teaching capacity in a variety of different community environments.

Beyond the personnel that are typically used for special education instruction, volunteer staff, and peer tutors are resources that have not been used as extensively as possible. The development of training programs to optimally use these resources could alleviate many staffing problems and make possible the provision of intensive instruction in school and nonenvironments.

In the education of moderately and severely handicapped persons, it seems as if these are never enough staff persons. Consequently, one of the major challenges in educating these persons is to maximize personnel resources. The options listed above are possible solutions toward this end.

Cost

As federal and state reductions in funding for special education appear iminent, many educators and administrators are pessimistic about new program initiatives that may cost more money. The community/vocational education model appears to call for increased money for transportation, staff, vocational training materials, community purchases, and independent living materials. Although the absolute dollar amount for special education may be greater as a result of implementation of this model, it is the contention of these authors that this increase can be minimized and that the cost:benefit analysis will show considerable savings.

The cost increases can be minimized by some of the changes outlined in the previous discussion of transportation and staffing. Material costs can be offset a great deal by simply realigning purchase priorities. Within the same materials budget, more functional age-appropriate items could be purchased. For example, ordering from an office supply house versus a special education materials catalog may result in a considerable savings and the procurement of many useful materials for a vocational training program. Vocational materials can also be obtained by establishing relationships with local sheltered workshops and other industries. These businesses are often willing to donate or lend large quantities of materials that can be used for vocational training.

Independent living materials such as kitchen, laundry, and recreational items do not need to be purchased. In some communities, local group homes have allowed their facility to be used as a teaching site. Parents of students and members of the teaching staff have also made their homes available for student instruction.

An advantage of community based instruction is that materials are naturally available free of charge. For example, different clocks in stores, stop signs on street corners, in-out signs on doors, public parks and libraries, different color and size cans in grocery stores, etc. The cost of community purchases can be offset by shopping for parents, teachers, shut-ins, etc. Meals in the community can be subsidized by parents and volunteers or paid by transferring money from the school lunch program.

Finally, although the initial cost may be slightly higher, the end result will be young adults who can work and live in the community to a more independent degree. This independence will decrease disability and dependency payments and will accrue a substantial taxpayers savings in a very short period of time.

Negative Reaction to Change in Curriculum Emphasis

Initially many people may be concerned that the community/vocational education model is abandoning academics for the moderately retarded and placing the severely/profoundly handicapped in a position to be ridiculed. However, as people have witnessed how academics can be taught within a functional context, these concerns have been quickly alleviated. Further, as students have acquired new behaviors that enable them to function more effectively in their school, community, and home life, early critics of this approach have become strong supporters. With the increased community exposure aspects of this model, some parents and teachers have expressed concern that severely/profoundly handicapped students will be exposed to ridicule and rejection by the general public. The experience of the authors does not support this fear. On the contrary, as community members have witnessed training and skill acquisition by these students, many positive comments have been made and much support offered for the teaching efforts. In many cases, store clerks, bus drivers, waitresses, and cashiers have taken an active role in teaching essential community living behaviors. Given the reductions in federal and state support for special education, such local support and advocacy will be necessary for future delivery of services.

Applicability to Low Functioning Students

Another common reaction to the community/vocational model is the feeling that the approach may be applicable to moderately and severely retarded students but not to profoundly retarded or multiply handicapped persons. This attitude stems in fact from pessimism regarding skill acquisition by such persons and from an attitude that students should be able to perform all aspects of a task prior to being exposed to a community activity.

With systematic instruction, profoundly retarded and multiply handicapped persons have been taught a variety of independent vocational and community functioning behaviors. These illustrations of competence have demonstrated that potential is more a function of the quality of educational experiences than of innate capability.

For students who haven't yet acquired independence on some community/vocational behaviors or are prevented from such independence due to physical limitations, the "principle of partial participation" is an appropriate philosophy. According to this philosophy, even if a student cannot perform an entire skill or skill sequence, this individual should not be denied access to this activity but should be given the opportunity to partially participate. For example, teaching a student to assist with a transfer from a wheelchair to a toilet stool may make it possible for this individual to be escorted into various community locations. Also, teaching a student to drop items into a shopping cart would allow many individuals to partially participate in grocery shopping.

The community/vocational model is applicable to all moderately and severely handicapped persons. Systematic instruction coupled with the principle of partial participation should promote fuller community participation by these individuals.

A variety of other problems may be encountered. A few of these are teacher liability, labor laws, administrative support, and availability of jobs in a restricting economy. Although some of these problems may present significant program implementation difficulties, partial to full solutions are feasible if the problems are approached in a positive manner.

Chapter 9

Adult Services

by:
Steve Maurer, Consultant, Severely/Profoundly
Handicapped, Instructional Services Section,
Iowa Department of Public Instructional Services Section,
Iowa Department of Public Instruction

Chapter 9

ADULT SERVICES

The goal of educating the moderately and severely/profoundly mentally disabled student is to prepare each individual to be as independent as possible. Achieving this objective requires far more than the provision of a public education. It requires long-term collaboration between state agencies, advocate groups, and community service providers.

Despite the strong push for community integration by P.L. 94-142 and the Vocational Rehabilitation Act of 1973, and despite impressive data on community survival and vocational skills of severely handicapped individuals, many students are not being appropriately served by their individual communities. Upon graduating from school, severely handicapped individuals are often unemployed or underemployed and frequently do not receive training and support services. It is apparent that many services for students draw to a close at the completion of school and that severely handicapped young adults are often left with a significant void in support services the moment they are most in need of them. From an educational standpoint, it is paradoxical to train the severely handicapped to use public services and facilities if they are denied access to them or face obstacles when attempting to use them.

This article will discuss this situation in terms of problems faced by school personnel as they plan for their students' transition to community services, and recommendations which could lead to comprehensive community services for all severely disabled students.

Transition Needs

Many services are required by severely handicapped adults if they are to live successfully in their own communities, but the need for 1) community employment, either full- or part-time; 2) follow-along and/or advocacy services; 3) alternative living arrangements; 4) transportation; and 5) adult education and training were selected by the staff of Project A.M.E.S. as those which present the more apparent stumbling blocks to successful community integration.

Employment; many school personnel begin planning vocational training experiences for the severely handicapped too late in their educational plans. If vocational training experiences are to be successful, they must be longitudinal, beginning at an early age.

When vocational training is provided, competitive opportunities in the community are often overlooked because the vocational staff's expectations for the individual are too low. Work activity centers and sheltered workshops are often the only vocational options considered available to severely handicapped students. School personnel should realize that many students are capable of producing at competitive levels and that functional work tasks in the real world must be stressed.

Follow-along needs; most severely handicapped persons will need some type of supervision from an advocate both in their employment and residential settings. Within one to three years after the graduate has secured a full- or part-time job, that individual may begin to experience difficulties in maintaining quality and quantity of work in addition to experiencing social adjustment, transportation, and living arrangement problems.

At the present time, there are no effective follow-along community advocate services developed nor available to assist a severely disabled person. Severely handicapped adults need on-the-job and work study training programs, transitional employment opportunities, independent living skill training, a means of transportation, and continuous evaluation and monitoring.

Residential needs; many states and communities have adopted one or two models of residential care with the mistaken assumption that all mentally retarded persons fit one of the two models: 1) a large home with a house manager and eight to ten mentally retarded persons, or 2) a foster family placement. Many communities do not offer living arrangements to a severely handicapped person. If the handicapped person could secure a job in the community, there would be no place to live.

Transportation needs; to secure and maintain a job, most severely handicapped persons will need to access some form of transportation mode. However, many public transportation systems are not well suited for use by handicapped persons, particularly those with physical disabilities. Even if the system is accessible, an individual might not be able to use it because he/she was not taught to do so by teachers or others. Individuals who live in rural communities and work miles from their home may have difficulty getting to and from home and work.

Adult training and education; when a severely handicapped person reaches twenty-one, learning does not stop. However, many federal and state mandates look at the needs of the young and school-aged disabled person and place considerably less emphasis upon the educational needs of the adult or elderly disabled.

Adult educational needs include 1) using community services, 2) developing daily living skills, 3) mastering work-related and specific job skills, 4) using functional academics, 5) expressing communication/language skills, 6) enjoying recreation/leisure skills, and 7) demonstrating social, emotional, and personal adjustment skills.

Barriers to Service

Kenowitz (1979) describes four major inhibitors to the growth of community-based service; they are 1) lack of financial resources; 2) community attitudes and disinterest; 3) interagency coordination, or the lack of it; and 4) trained professionals to staff community service programs.

In Iowa some of the barriers to comprehensive services are:*

1. Community support services for the developmentally disabled lack an assured commitment through funding mechanisms.
2. Comprehensive planning and development of services to the developmentally disabled is restrained by the lack of clearly delineated state policy on human service delivery that is community based. There is a general lack of data that could be correlated among agencies for comprehensive planning and facilitation of client transfer among systems.
3. A lack of flexibility in existing funding mechanisms and agency mandates has made it almost impossible to affect the existing residential service systems. It encourages existing community service models not to change to meet individual needs; but instead, services are developed for the funding that providers and purchasers can receive under the existing system. These funding mechanisms still reflect an institutional-based philosophy.

Recommendations

To break down the barriers to comprehensive community services, the recommendations made by Vogelsberg (1980) and his colleagues should be considered:

1. Develop a complement of services (e.g., sheltered work, developmental services, prevocational/vocational training enclaves, or competitive employment) that:
    a. indicate specific responsibilities of agencies for providing services and specifying cooperative arrangements between agencies.
    b. indicate exit criteria for movement through the complement of services with the final goal being to place individuals in the most independent vocational and living settings possible.
2. Develop secondary and adult community-based programs that result in more independence in community living and vocational situations.

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* According to the Division of Mental Health/Mental Retardation/Developmental Disabilities, Department of Social Services.

3. Delineate the competencies needed to be a community mental retardation professional and provide comprehensive inservice training and technical assistance to service providers in the following areas:
    a. Development and management of working environments
    b. Development of competitive work environments
    c. Development of sheltered work environments
    d. Development of community-based programs
    e. Use of community services
    f. Development of work-related skills
    g. Coordination and cooperation between service delivery agencies
4. In addition, the status and pay of service providers in community service centers should be upgraded to reduce high turnover, make the jobs professional careers, and make the jobs competitive with similar jobs in public schools.
5. Develop competitive, transitional, and long-term sheltered employment options.
6. Improve coordination and cooperation of agencies providing services.
7. Systems that insure interagency cooperation and planning for services must be developed to assure that the developmentally disabled individual is not provided services up to a certain age (21) and then left with no services or totally new services that have no relation to prior training or preparation. To provide this coordination, the following objectives must be addressed:
    a. Interagency agreements must be developed between special education, vocational education, vocational rehabilitation, and adult basic education personnel at the state agency level to specify what services each will provide and how these services will be coordinated.
    b. Information must be disseminated to educators, parents, students, and concerned others regarding available services.
    c. A system must be developed to resolve transportation problems involved in interagency cooperation and program implementation.
    d. State officials, advocacy groups, and service providers must be provided with a common knowledge base of the magnitude and nature of service delivery challenges.

e. Suggestions on appropriate methods to affect systems change and solicit input and support from the groups on how to best achieve systems change must be provided.

f. A Mental Retardation-Vocational Rehabilitation Task Force must be formed by state agencies which include Vocational Rehabilitation, CETA, and D.S.S. to delineate a plan for providing comprehensive services to the adult severely disabled. A form of advocacy and case management with the designation of a specific agency should be developed to coordinate vocational, financial benefits, medical services, etc.

8. Vocational Rehabilitation needs to fund model projects to further develop and refine vocational and community living services for the severely handicapped. Vocational Rehabilitation needs to provide or support inservice training to rehabilitation counselors and service providers in providing vocational and community living services to the severely disabled.

In addition, the following recommendations should be strongly considered:

1. Community residential options should reflect the variety of living arrangements available to the nonhandicapped. Alternative living arrangements should include group homes, staffed apartments, cluster apartments, foster homes, halfway houses, and intermediate care facilities. The goal of these residential options should encourage integration and independent functioning within the community while affording support in times of crisis and personal difficulty.

2. At college and university levels, there is a need to alter training programs so that new rehabilitation counselors, administrators, and others can develop an expertise and knowledge of the nature and needs of the severely disabled client.

3. Vocational-technical schools and community colleges must gear up to serve the severely disabled adult. Emphasis must be placed on functional academic and vocational programs using the real world as the milieu in which the student learns.

4. Vocational Rehabilitation needs to provide additional evaluation services beyond the eighteen-month level. Rehabilitation must realize that it is a lifelong process toward the maximum level of independence. Educators must let the educational community and the public at large know what is going on in the education of the severely disabled, what they are achieving, and what they need in order to continue to grow and develop by:

   a. collecting post graduation data (Table 1).

Table 1

TMR/Severe/Profound Graduation Survey

1. Number of students who have graduated from or dropped out of special education programming for the trainable and severe/profound in the years 1974 through 198_.

   a. Number of graduated at 21 ______________

   b. Number left prior to 21 ______________

2. Vocational Status of those listed above:

   a. Number in competitive employment ______________

   Please list specific competitive jobs being performed by this group.

   ____

   ____

   b. Number in sheltered employment ______________

   Please list the sheltered workshops involved that these individuals are involved with. ____

   ____

   c. Number unemployed in a vocational program ______________

   d. Other (Please list specific other situations).

   ____

   ____

3. Residential Status of these listed above:

   a. Number living at home with parents ______________

   b. Number living with other relatives ______________

   c. Number living in state operated institutions _____

   d. Number living in private residential facilities
   (e.g., sheltered care) _____

   e. Number living independently _____

   f. Other (Please list specific other situations).

   ____

   ____

4. Number involved in adult education ______________

5. Additional comments:

   b. preparing information packets for politicians and decisionmakers within the community.

   c. explaining to the city councils the problems the handicap encounter in the community.

   d. understanding fiscal arrangements in our communities in order to talk intelligently on such matters.

   e. developing training programs for community persons and service providers.

6. Educators need to become involved with state agencies and parent groups to create continuity of planning between these agencies and groups.

7. Educators must develop effective educational programs that guarantee severely disabled students will be able to use community facilities. The curriculum used should be functional, age appropriate, and community based.

Conclusion

This article has outlined the community service needs of severely disabled individuals and suggested improvements in the delivery of secondary and adult services.

The severely disabled adult population needs coordinated services through coordinated efforts between governmental agencies, schools, advocacy groups, community service providers, and parents.

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